REPORT

BENGAL SECRETARIAT LIBRARY.

ON

PUBLIC INSTRUCTION

IN THE

PUNJAB AND ITS DEPENDENCIES

FOR THE YEAR

1891-92,

BY

J. SIME, Esquire,

Director of Public Instruction, Punjab.

Published by Authority.

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Proceedings of the Hon'ble the Lieutenant-Governor of the Punjab, in the Home (General) Department,—
No. 1050, dated 14th November 1892.

READ—

The Report of the Director of Public Instruction for the year 1891-92, forwarded with his letter No. 2084, dated the 30th September 1892.

General Results.—During the year the number of public educational institutions has been increased by 26 and now stands at 2,354 The increase is made up of 1 Normal, 4 Secondary and 21 Primary Schools; 16 of the new institutions are schools for girls. Private institutions have again decreased in number and are now returned as 7,054 at one place (page 3) and as 7,049 at another (page 97). This decrease is mainly in rote schools for girls in the Ráwalpindi Circle, and is attributed, at least in part, to incomplete returns. There was also a falling-off of 106 in private schools teaching Oriental classical languages. On the other hand, the Indigenous Vernacular and Private Venture Schools both exhibit a satisfactory increase. The total number of scholars was rather more than two hundred and sixty thousand, of whom nearly one hundred and fifty-two thousand attended the public institutions. The increase in number of scholars is satisfactory, but, according to the Director's calculation, only 8 3 of the children of school-going age are under instruction. It is of course the diminutive figures for female education that are largely responsible for this small result. The total expenditure on public institutions during the year was Rs. 26,70,499, or an increase of nearly a lakh-and-a-half over the previous year. Dividing this expenditure over the number of scholars the average cost per scholar is rather more than Rs. 17 per annum. About one-third of the expenditure falls on Provincial Revenues. District and Municipal Funds contribute between them rather more than another third, while a little more than one-sixth comes from fees, and the balance from miscellaneous sources. The continued expansion of the income from fees is a very satisfactory feature. The increase has been almost wholly in Colleges and Secondary Schools, there being an actual decrease in Primary Schools. This too is a healthy sign.

2. *Management of Schools by Municipal Boards.*—The Lieutenant-Governor observes with pleasure that the management of schools by Municipal Committees is reported to be as a rule fairly satisfactory, but it is matter for regret that there are exceptions to the rule, and in particular that some Committees instead of using their powers to support the legitimate authority of the Head Master, bring pressure to bear on him in order to induce him, for their own private ends, to deviate from the line of duty. Such abuses must be repressed by Deputy Commissioners with a strong and firm hand.

3. *Educational movements outside the Department.*—Among educational movements outside the Department, the raising of their High School to the status of a College by the Anjuman-i-Himáyat-i-Islám and the establishment of the Khálsa College are noteworthy events, which it is hoped will be productive of important results in the near future.

4. *University Education.*—There was a considerable increase in the number of candidates who presented themselves for the Intermediate and Degree Examination in Arts, and in the Intermediate Examination the passes were numerous. In the B. A. Examination, however, more than half the candidates failed, while of the 6 who attempted the M. A. test only 2 succeeded. It must be borne in mind that the standard for a pass has recently been made more lenient, so that these results are decidedly poor, so far as the Degree tests are concerned. The Director attributes them to the number of imperfectly prepared private students who attempt the Degree Examinations, and the figures bear him out in this conclusion. It is also satisfactory to see that even with the more lenient standard the high character of the Degree Examinations has been maintained. It is essential to prevent any lowering of the test which the

higher examinations of the University supply. The Director seems to think that the Intermediate Examination is now somewhat easy, and the number of passes was certainly large. It may be remarked that in this examination the private students held their own with very fair success.

5. The Oriental Degree Examinations attract few candidates, but those who appeared were highly successful, there having been only one failure in three examinations. The examinations for Oriental Titles were, as in the previous year, most largely attended by students from outside the Province. In reference to the Resolution which with a view to encouraging the more enlightened study of the Oriental languages the Senate sanctioned during the year to make a knowledge of English up to the Middle School standard alternative with the Entrance or Higher Examination which used to be the preliminary test required of candidates for these titles and to reduce the standard of general knowledge required for all but the Highest Titles from the Entrance to the Middle School Examination, the Director says : " I cannot refrain from remarking that the change has dangers which are likely to operate in an entirely different way, by turning many of the present purely Oriental scholars into something less than ordinary Anglo-Vernacular students." This tendency should be carefully watched.

The Law and Medical Examinations show an increased number of candidates. It is much to be regretted that so little can be done at present to foster Engineering studies.

6. The Government College, Lahore, exhibits an increase in the number of its students after a considerable period of decline. The educational results are fairly good, although the College suffered much from changes in the staff. The last of these was due to the lamented death a few days after the close of the year of the Principal, Dr. Stulpnagel, whose valuable services the Lieutenant-Governor desires to take this opportunity to acknowledge.

St. Stephen's College and the Mission College, Lahore, did good work and the latter was very successful at examinations. Of the minor colleges Daya Nand was perhaps the most prosperous.

7. *The Medical College, Lahore* —In the Medical College the number of students increased. The following passage quoted from the review of the Inspector-General of Civil Hospitals shows the direction in which the increase took place :—

" Another point worthy of notice is that the increase has been almost entirely in the free students. In 1887-88 there were 18 free male students, or a percentage of 29·5 of the whole class. In 1888-89 there were 32 free male students, or a percentage of 37·6 of the whole class. In 1889-90 there were 52 free male students, or a percentage of 49·0 of the whole class. In 1890-91 there were 69 free male students, or a percentage of 55·6 of the whole class. In 1891-92 there were 79 free male students, or a percentage of 55 0 of the whole class. These figures indicate that Licentiates in Medicine and Surgery find yearly more openings for following their professions outside Government service."

This is highly satisfactory as affording a remarkable example of native gentlemen educating themselves for a profession outside the Government service.

In connection with the examination for the L. M. S. diploma of the University, it is remarked that " one of the candidates attended the College for eleven years, another for eight, and a third failed on two previous occasions. Three such chronic students materially affect the percentages in such a small number." His Honor the Lieutenant-Governor does not attach much importance to mere percentages ; but he thinks it would be an act of mercy to students who may have a tendency to become chronic in this way to make a rule excluding a student who has failed to pass within a given time. The remarks of the Inspector-General of Civil Hospitals as to failures in the Midwifery Examination seem to require attention.

8. *School Education.—Secondary Schools.*—In this department of education there is a persistent tendency for the Anglo-Vernacular to grow at the expense of the Vernacular branch, in spite of the much heavier cost of the former. This year there was an increase of two Anglo-Vernacular and a decrease of one Vernacular School. The increase of Vernacular scholars was about a thousand, and of Anglo-Vernacular nearly three times as many. The number of Vernacular candidates at the Entrance Examination has dwindled down to 9, while the Anglo-Vernacular candidates have risen to 922. In the Middle School Examinations, however, the proportion of Vernacular students has been more than maintained, though the large majority still belong to the other branch. In this examination the Nádaun School in Kángra was very successful, passing all its candidates, one of them at the head of the provincial list. The question of boarding-houses for Secondary Schools continues to receive careful attention, and the Lieutenant Governor is glad to see that the question of improved teaching in English is also under consideration.

9 *Primary Schools.*—There was an increase in Primary Schools and a considerable increase in the number of scholars, but there was a small decrease in fees. The great majority of the new students were agriculturists who are exempt from fees. The Zamindári Schools continue unpopular, and, unless a change happens in this respect, it will probably be better to convert them gradually into ordinary Primary Schools.

10. *Physical and Moral Training at Schools.*—It is satisfactory to observe that in all schools proper attention is paid to physical instruction and to the formation of good character and good habits. The Lieutenant-Governor is glad to find that some improvement is reported in moral training, discipline and conduct, and he trusts that an effort will be made to improve the manners of the students also. Indian students in too many instances fail to acquire either the highly polished manners of their fathers or the quiet self-contained and modest demeanour which commonly characterizes the young Englishman at least when in the presence of his elders. An Indian youth when he has acquired the small amount of education involved in getting through one or two University examinations is too often apt to adopt a self-asserting, aggressive and bumptious manner which is inconsistent with either Native or English ideas of what a gentleman ought to be. This is an evil of more importance than it might seem to be at first sight.

11. *Gurmukhi Branch Schools.*—The scheme for instruction in Gurmukhi referred to in paragraph 100 of the Report has collapsed very early. It is to be feared that it was merely one of those pseudo nationalist ideas that are started from time to time by a few individuals, but wake no sympathy from the mass of the people.

12. *Encouragement to General Reading.*—The Lieutenant-Governor is glad to find Mr. Sime in paragraph 107 of his Report insisting on the desirability of encouraging both pupils and teachers to read books outside their school curriculum, but from what he has seen in many parts of India he fears the prospect of success in this direction is not great. He fears it will be some time before it comes to be generally understood that the education we give is important not merely as a stepping-stone to Government employment, but also as unlocking to those who receive it the immense resources for improvement and amusement to be found in private reading.

13. *Special and Technical Education.*—The Central Training College had an increased number of students, and the examination results were very satisfactory. The Mayo School of Art was well conducted during the year, and the Railway Technical School made good progress. The Industrial School at Amritsar is said to aim too much at producing articles for sale—a system which is sure to affect the teaching in an unfavourable way. The remaining Technical School at Delhi is more elementary. The Veterinary School has been separately dealt with. The information given in paragraph 141 of the Report as to the walks of life in which the pupils turned out from the Mayo School of Art find employment has been furnished at the request of Sir Dennis

Fitzpatrick and is of great importance, though he would be glad to have had it in somewhat more detail. It is impossible to judge fully of the value of institutions of this sort without such information, and he would be glad in future to have given not only for the Mayo School of Art, but also for each industrial school, a statement showing the number of pupils that have left within the year, the period during which each was under instruction, and the work (if any) which he has succeeded in getting.

14. *Female Education.*—When every possible allowance is made the number of girls under instruction is only 19,349, or less than 1½ per cent. of those at school-going age. Of these nearly one-half are at Private Schools where the instruction is probably of little value. These figures, though an improvement on those of last year, are still far too small. Great credit, however, is due to Miss Francis for her unremitting labours in a disheartening field.

15. *The Education of Special Classes.*—There is not much which calls for remark in regard to the education of Special Classes. The education of European children was successfully carried on, Bishop Cotton School and the Lawrence Asylum at Sanáwar exhibiting conspicuously good returns. The practical character of the teaching at the Mayo School, Simla, was also maintained. Among Muhammadans the desire for English education continues to grow and is likely to become more urgent from year to year. The report on the Aitchison College as quoted by the Director is very laudatory, and the education given there is described as quite satisfactory. As the students of this College become settled all over the Punjab they can hardly fail to exert a wholesome and encouraging influence.

16. The attention of Deputy Commissioners is directed to paragraph 35 of the Report and to the importance of Tahsíldárs interesting themselves in the cause of education. The thanks of the Lieutenant-Governor are due to the officers of the Education Department whose work is commended by the Director, and His Honor is glad to observe that in the subordinate ranks as well as in the higher ranks, and especially in the case of the Assistant Inspectors, such commendation has been well earned. He also desires to thank Mr. Sime for the present report which is full and interesting, its only fault being that it is in some parts a little too full and enters into more details than are required in a report of this kind.

ORDER.—Ordered that the above remarks be printed and circulated with all copies of the Report and forwarded to the Director of Public Instruction; also that they be published in the *Punjab Government Gazette* and forwarded to the Government of India in the Home Department with the usual number of copies of the Report.

By order of the Hon'ble the Lieutenant-Governor,

R. G. THOMSON,

Revenue Secretary to Government, Punjab.

Punjab Government Press, Lahore—15-11-92—396.

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DELHI CIRCLE.

HISSAR DISTRICT—

4 Secondary Schools for Boys at—
- Hissár M.B., A.-V., Middle.
- Sirsa „ „ „
- Bhiwání „ „ „
- Hánsi M.B., V., Middle.

46 Primary Schools for Boys.
2 Primary Schools for Girls.
1 Primary School for European Boys at Sirsa.
53 Private Schools (50 for Boys and 3 for Girls).

106

ROHTAK DISTRICT—

8 Secondary Schools for Boys at—
- Rohtak M.B., A.-V., Middle.
- Jhajjar „ „ „
- Gohána „ „ „
- Kalánaur D.B., V., „
- Bádlí „ „ „
- Bahádargarh, M.B., V., Middle.
- Kharkhauda „ „ „
- Berí „ „ „

41 Primary Schools for Boys.
4 Primary Schools for Girls.
32 Private Schools for Boys.

85

GURGAON DISTRICT—

7 Secondary Schools for Boys at—
- Rowárí M.B, A.-V., High.
- Gurgáon D.B., V., Middle.
- Núh „ „ „
- Hasanpur „ „ „
- Sohna M.B., „ „
- Palwal „ „ „
- Firozpur „ „ „

78 Primary Schools for Boys.
11 Primary Schools for Girls.
30 Private Schools (29 for Boys and 1 for Girls).

126

DELHI DISTRICT—

1 Aided Arts College.
10 Secondary Schools for Boys at—
- Delhi Anglo-Arabic, High.
- „ M.B., „
- „ Aided Mission, „
- „ Anglo-Sanskrit, „
- „ Shahzada's A.-V., „
- Sonepat M.B., A.-V., Middle.
- Mahraulí D.B., V., „
- Najafgarh „ „ „
- Ballabgarh M.B., V., „
- Faridábád „ „ „

2 Secondary Schools for Girls at—
- Delhi S.P.G. Mission Aided Boarding A.-V., Middle
- „ Baptist „ „ „ „

1 Secondary School for European Girls at—
- Delhi (Station School) Middle.

76 Primary Schools for Boys.
9 Primary Schools for Girls.
2 Special Schools at—
- Delhi (Government Normal School for Masters and M.B. Industrial School for Males).

114 Private Schools (112 for Boys and 2 for Girls).

215

KARNAL DISTRICT—

5 Secondary Schools for Boys at—
- Karnál M.B., A.-V., Middle.
- Kaithal „ „ „
- Pánipat „ „ „
- Púndrí D.B., V., „
- Kunjpura „ „ „

59 Primary Schools for Boys.
4 Primary Schools for Girls.
59 Private Schools (52 for Boys and 7 for Girls).

127

UMBALLA DISTRICT—

17 Secondary Schools for Boys at—
- Jagádhrí M.B., A.-V., High.
- Umballa City Aided Mission, A.-V., High.
- „ „ M.B., A.-V., Middle.
- Rúpar „ „ „
- Cantonment Aided „ „
- „ Unaided A.-S., „
- Morinda D.B, V., „
- Kharar „ „ „
- Biláspur „ „ „
- Manímazra „ „ „
- Naráyangarh „ „ „
- Mullána „ „ „
- Sháhábád M.B., „ „
- Sádhaura „ „ „
- Thánesar „ „ „
- Ládwa „ „ „
- Búriya „ „ „

84 Primary Schools for Boys.
7 Primary Schools for Girls.
1 Primary School for European Girls
204 Private Schools (194 for Boys and 10 for Girls).
1 Private School for European Girls.

314

SIMLA DISTRICT—

5 Secondary Schools for Boys at—
- Sanáwar L. M, A., Government High.
- Simla M.B., A.-V., Middle.
- „ Bishop Cotton Aided „
- „ Catholic Day, Aided Middle.
- „ Christ Church „ „

8 Secondary Schools for Girls at—
- Sanáwar L. M. A., Government High.
- Simla Auckland House, Aided „
- „ Convent Boarding „ „
- „ Mayo, „ Middle.
- „ St Francis' Convent, „ „
- „ Ayrcliff, „ „
- „ Christ Church, „ „
- „ St. Joseph's Day, Unaided „

13 Primary Schools for Boys.
2 Primary Schools for Girls.
7 Private Schools (for Boys).
3 Do. for Europeans (2 for Boys and 1 for Girls).

38

1011

JULLUNDUR CIRCLE.

KANGRA DISTRICT—

6 Secondary Schools for Boys at—
- Pálampur, D.B., A.-V., High.
- Núrpur, M.B., „ Middle.
- Kángra Aided Mission, A.-V., Middle.
- Sujánpur Tíra D.B., V., „
- Nádáun „ „ „
- Sultánpur „ „ „

44 Primary Schools for Boys.

5 Primary Schools for Girls.

28 Private Schools (27 for Boys and 1 for Girls).

83

HOSHIARPUR DISTRICT—

11 Secondary Schools for Boys at—
- Hoshiárpur M.B., A.-V., High.
- Tánda „ „ Middle.
- Hoshiárpur, Unaided „ „
- Mahalpur „ „ „
- Bajwára „ „ „
- Mahalpur D.B., V., „
- Garhshankar „ „ „
- Hariána M.B., „ „
- Mukeríán „ „ „
- Dasúya „ „ „
- Una „ „ „

101 Primary Schools for Boys.

2 Primary Schools for Girls.

217 Private Schools (204 for Boys and 13 for Girls).

331

JULLUNDUR DISTRICT—

14 Secondary Schools for Boys at—
- Jullundur M.B., A.-V., High.
- „ Aided Mission „ „
- Ráhon M.B., „ Middle.
- Kartárpur „ „ „
- Cantonment Aided „ „
- Adampur D.B., V., „
- Pharála „ „ „
- Sháhkot „ „ „
- Aláwalpur M.B., „ „
- Banga „ „ „
- Nawáshahr „ „ „
- Phillour „ „ „
- Núrmahal „ „ „
- Nakodar „ „ „

98 Primary Schools for Boys.

30 Primary Schools for Girls.

1 Special School (Government Normal School for Masters).

337 Private Schools (298 for Boys and 39 for Girls).

480

LUDHIANA DISTRICT—

16 Secondary Schools for Boys at—
- Ludhiána M.B., A.-V., High.
- „ (Mission) Aided „ „
- „ Unaided „ „ (Xtrian Boarding).
- Jagráon M.B., A.V., Middle.
- Ludhiána, (Arya) Aided, „ „
- „ (Haqqáni) Aided, „
- Gujarwál, D.B., V., „
- Baddowál „ „ „
- Ráopur „ „ „
- Malaudh „ „ „
- Sánehwál „ „ „
- Sawaddí „ „ „
- Dharrú „ „ „
- Khanna M.B., „ „
- Máchhíwára „ „ „
- Ráekot „ „ „

1 Secondary School for Girls at—
- Gujarwál, D.B., V., Middle.

71 Primary Schools for Boys.

18 Primary Schools for Girls.

183 Private Schools (161 for Boys and 22 for Girls).

289

FEROZEPORE DISTRICT—

8 Secondary Schools for Boys at—
- Ferozepore, M.B., A.-V., High.
- Fázilka „ „ Middle.
- Cantonment Aided „ „
- Mehráj D.B., V., „
- Moga „ „ „
- Buttar „ „ „
- Zíra M.B., „ „
- Dharmkot „ „ „

68 Primary Schools for Boys.

5 Primary Schools for Girls.

97 Private Schools (all for Boys).

1 Ditto for European Girls.

179

1362

LAHORE CIRCLE.

JHANG DISTRICT—

4 Secondary Schools for Boys at—
- Jhang Victoria Jubilee M.B., A.-V., High.
- Chiniot M.B., A.-V., Middle.
- Ahmadpur D.B., V., „
- Shorkot „ „ „

32 Primary Schools for Boys.

6 Primary Schools for Girls.

160 Private Schools (159 for Boys and 1 for Girls).

202

MONTGOMERY DISTRICT—

3 Secondary Schools for Boys at—
- Montgomery M.B., A.-V., Middle.
- Kamália „ „ „
- Pákpattan „ V. „

33 Primary Schools for Boys.

1 Primary Schools for Girls.

122 Private School (all for Boys).

159

LAHORE DISTRICT—

1 Government Arts College.
1 Aided „ „ (Mission).
1 Unaided „ „ (Daya Nand A.-V).
1 Aided Oriental College.
1 Government Medical College.
25 Secondary Schools for Boys at—
- Lahore Government A.-V. (Central Model), High
- Qasúr M.B , A.-V., „
- Lahore Aided (Mission) A.-V., „
- „ „ (Aitchison College) A.-V., „
- „ „ (Do. School) „ „
- „ Unaided (Daya Nand „) „ „
- „ „ (Madrastaul Musalmín) „ „
- „ „ (Brahmo Night) „ „
- „ „ (Hindú School) „ „
- „ Aided (Oriental College School) V., „
- „ „ (European Boys) E. „
- Chúnián M.B., A.-V., Middle.
- Lahore Aided (Mission Night) „ „
- Qasúr „ (Lyall School) „ „
- Lahore Unaided (Victor „) „ „
- „ „ (Royal „) „ „
- „ „ (Sanátan Dharm School) A.-V. „
- „ Aided (N.-W. Ry., Night „) „ „
- „ „ (Cathedral Orphanage „ „
- Bhadána D.B., V., Middle.
- Sursingh „ „ „
- Bágbhánpur „ „ „
- Khem Karn M.B., „ „
- Pattí „ „ „
- Sharaqpur „ „ „

6 Secondary Schools for Girls at—
- Lahore Aided (Lady Dufferin School) A.-V., High
- „ „ (Cathedral Girls' „) E., Middle.
- „ „ (Convent „) E., „
- „ „ (Cathedral Orphanage) E., „
- „ „ (Victoria School) V., „
- „ „ (Anglo-Ver. „) „

68 Primary Schools for Boys.
1 Primary School ditto (Europeans).
37 Primary Schools for Girls.
7 Special Institutions at—
- Lahore Government Central Training College.
- „ „ Normal School.
- „ „ Mayo School of Art.
- „ Aided Law School.
- „ Government Medical School.
- „ „ Railway Technical School.
- „ „ Veterinary School.

262 Private Schools (226 for Boys and 36 for Girls).

411

AMRITSAR DISTRICT—

1 Municipal Board College.
13 Secondary Schools for Boys at—
- Amritsar M.B., A.-V., High.
- „ Aided (Mission) A.-V., „
- „ „ (M. A. O.) „ „
- „ Unaided (Hindu) „ „
- Tarn Táran D.B., A.-V., Middle.
- Amritsar Aided (Mission Night), A.V , Middle.
- Majítha „ (Mission) „ „
- Ajnála D.B., V. „
- Rám Dás „ „ „
- Rája Sánsí „ „ „
- Vairowál „ „ „
- Fathábád „ „ „
- Butála „ „ „

3 Secondary Schools for Girls at—
- Amritsar Aided (Alexandra), A.-V., High.
- „ „ (Christian Boarding), A.-V., Middle.
- „ M B., V., Middle.

80 Primary Schools for Boys.
46 Primary Schools for Girls.
1 Special School (Amritsar M. B. Industrial).
239 Private Schools (230 for Boys and 9 for Girls).

383

GURDASPUR DISTRICT—

11 Secondary Schools for Boys at—
- Gurdáspur M.B., A.V., High.
- Batála Aided (Baring School), A.-V., High.
- „ M.B., A.V., Middle.
- Dínánagar M.-B., A.V., Middle.
- Pathánkot „ „ „
- Srígobindpur „ „ „
- Dera Bába Nának „ „ „
- Batála City Aided (Mission) A.-V., „
- Kanjrúr D.B., V. „
- Sujánpur M.B., V. „ „
- Kalánour „ „ „

1 Secondary School for Girls at—
- Dalhousie Aided (European), E., Middle.

99 Primary Schools for Boys.
8 Primary Schools for Girls.
151 Private Schools (149 for Boys and 2 for Girls).

270

GUJRANWALA DISTRICT—

8 Secondary Schools for Boys at—
- Gujránwála Aided (Mission), A.-V., High.
- Wazírábád „ („) „ „
- Gujránwála M.B., A.V., Middle.
- Akálgarh D.B., „ „
- Emináb&d Unaided „ „
- Háfizabad D.B., V., „
- Rámnagar M.B., V. „
- Qila' Dídár Singh M. B. V., Middle.

1 Secondary School for Girls at—
- Gujránwála Aided (Mission), V., Middle.

71 Primary Schools for Boys.
22 Primary Schools for Girls.
194 Private Schools (184 for Boys and 10 for Girls).

296

1721

RAWALPINDI CIRCLE.

SIALKOT DISTRICT—

1 Aided Arts College.
14 Secondary Schools for Boys at—
Siálkot M.B., A.-V., High.
„ Aided (Scotch Mission), A.-V. „
„ „ (American „) „ „
Pasrúr M.B., A.-V. Middle.
Zafarwál „ „ „
Jámke „ „ „
Nárowál Aided, „ „
Siálkot Unaided, „ „
(Christian Training Institute).
Daska Unaided (Mission) A.V., Middle.
Sankhatra D.B., V., „
Sambríyál „ „ „
Gota „ „ „
Daska M.B. „ „
Qila' Sobha Singh M. B. „ „
1 Secondary School for Girls at—
Siálkot, Aided (Convent), E., Middle.
79 Primary Schools for Boys.
33 Primary Schools for Girls.
309 Private Schools (307 for Boys and 2 for Girls).

437

GUJRAT DISTRICT—

7 Secondary Schools for Boys at—
Gujrát M.B., A.-V., High.
„ Unaided (Mission) „ „
„ Aided („) „ Middle
Dinga „ („) „ „
Gujrát Unaided (Islámia) „ „
Kunjah D.B., Vernacular „
Jalálpur Jattán, Aided „ „
46 Primary Schools for Boys.
3 Primary Schools for Girls.
512 Private Schools (502 for Boys and 10 for Girls).

568

SHAHPUR DISTRICT—

6 Secondary Schools for Boys at—
Bhera M.B., A.V., High.
Sháhpur D.B., „ Middle.
(Davies' School).
Miání M.B., A.-V. „
Naushahra D.B., V. „
Khusháb M.B., „ „
Sáhíwál „ „ „
45 Primary Schools for Boys.
9 Primary Schools for Girls.
294 Private Schools (280 for Boys and 14 for Girls).

354

JHELUM DISTRICT—

6 Secondary Schools for Boys at—
Jhelum M.B., A.-V., High.
Pind Dádan Khán M. B., „ Middle.
Chakwál D.B., „ „
Rohtás „ V. „
Talagang „ „ „
Bhawan „ „ „
39 Primary Schools for Boys.
13 Primary Schools for Girls.
674 Private Schools (493 for Boys and 181 for Girls).

732

RAWALPINDI DISTRICT—

12 Secondary Schools for Boys at—
Ráwalpindi Aided (Mission) A.-V., High.
Murree Government (L. M. A.), E., „
Ságrí D.B., A -V., Middle.
Ráwalpindi M.B. „ „
Hazro „ „ „
Murree Aided (St. Thomas'), E., „
Ráwalpindi „ (Station), „ „
Gujar Khán D.B., V. „
Kallar „ „ „
Sukhú „ „ „
Guliána „ „ „
Pindígheb M.B., „ „
4 Secondary Schools for Girls at—
Murree—Government (L.M.A.), E., High.
„ Aided (St. Deny's), E., Middle.
„ (Convent), „ „
Ráwalpindi „ (Do.), „ „
72 Primary Schools for Boys.
23 Primary Schools for Girls.
1 Special School at—
Ráwalpindi Government Normal School for Masters.
527 Private Schools (520 for Boys and 7 for Girls).

639

HAZARA DISTRICT—

4 Secondary Schools for Boys at—
Abbottábád M.B., A.-V., Middle.
Haripur „ „ „
Kot Najíbullah D.B., V. „
Baffa M.B., „ „
25 Primary Schools for Boys.
630 Private Schools (549 for Boys and 81 for Girls).

659

PESHAWAR DISTRICT—

8 Secondary Schools for Boys at—
Pesháwar M.B., A.-V., High.
„ Aided (Edwardes' Mission) A.-V. „
Mardán D.B., V., Middle.
Naushahra Kalán „ „
Chársadda „ „
Ziáda „ „
Chamkání „ „
Tangí „ „
49 Primary Schools for Boys.
2 Primary Schools for Girls.
367 Private Schools (352 for Boys and 15 for Girls).

426

KOHAT DISTRICT—

1 Secondary School for Boys at—
Kohát M.B., A.-V., High.
8 Primary Schools for Boys.
126 Private Schools for Boys.

135

3950

DERAJAT CIRCLE.

MOOLTAN DISTRICT—

8 Secondary Schools for Boys at—
- Mooltan M.B., A.-V., High.
- „ Aided (Mission,) A.V., High.
- Shujábád M.B., A.-V., Middle.
- Cantonment Aided „ „
- Kahror D.B., V., „
- Saráe Siddhú „ „ „
- Jalálpur M.B., „ „
- Talamba „ „ „

66 Primary Schools for Boys.
4 Primary Schools for Girls.
2 „ „ for European Girls at Mooltan.
1 Special School at—
- Mooltan Government Normal School for Masters.

174 Private Schools (161 for Boys and 13 for Girls).

255

BANNU DISTRICT—

5 Secondary Schools for Boys at—
- Bannú M.B., A.-V., Middle.
- „ Aided (Mission), „ „
- Míánwálí D.B., V. „
- Mína Khel M.B., „ „
- 'Isa Khel „ „ „

32 Primary Schools for Boys,
329 Private Schools (309 for Boys and 20 for Girls).

366

DERA ISMA'IL KHÁN DISTRICT—

5 Secondary Schools for Boys at—
- D. I. Khán Aided (Mission) A.-V., High.
- „ M.B., „ Middle.
- Leiah „ „ „
- Bhakkar „ „ „
- Kuláchí „ „ „

29 Primary Schools for Boys.
4 Primary Schools for Girls.
413 Private Schools (324 for Boys and 89 for Girls).

451

DERA GHAZI KHAN DISTRICT—

5 Secondary Schools for Boys at—
- D. G. Khán M.B., A.-V., High.
- Rájanpur „ „ Middle.
- Rojhán D.B., V. „
- Taunsa „ „ „
- Jámpur M.B., „ „

43 Primary Schools for Boys.
129 Private Schools (112 for Boys and 17 for Girls).

177

MUZAFFARGARH DISTRICT—

3 Secondary Schools for Boys at—
- Muzaffargarh M.B, A.-V., Middle.
- Kot Addu D.B., V. „
- 'Alípur M.B., „ „

36 Primary Schools for Boys.
76 Private Schools (73 for Boys and 3 for Girls).

115

1364

BENGAL SECRETARIAT
LIBRARY.

Chapter I, 1. General Summary.

GENERAL SUMMARY.

	Number of Institutions.				Number of Scholars.				Expenditure.			
	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
PUBLIC INSTITUTIONS.									Rs.	Rs.	Rs.	Rs.
FOR MALES.												
Arts Colleges ... English ...	6	6	...	...	462	389	73	...	1,03,986	1,02,861	1,125	...
Arts Colleges ... Oriental...	1	1	...	...	72	79	...	7	° 20,782	20,541	241	...
Medical College	1	1	...	...	144	124	20	..	60,353	61,370	...	1,017
High Schools	54	47	7	...	16,639	13,841	2,798	...	4,75,523	4,53,863	21,660	...
Middle Schools	205	210	...	5	32,070	30,937	1,133	...	3,15,870	3,27,540	...	11,670
Total Secondary Schools ...	259	257	2	...	48,709	44,778	3,931	...	7,91,393	7,81,403	9,990	...
Primary Schools	1,733	1,726	7	...	88,972	83,249	5,723	...	3,89,711	3,83,772	5,939	...
Total Schools for General Education	1,992	1,983	9	...	137,681	128,027	9,654	...	11,81,104	11,65,175	15,929	...
Schools for Special Instruction	13	12	1	...	1,294	1,124	170	...	1,32,287	1,22,492	9,795	...
Total Schools for General Education and for Special Instruction	2,005	1,995	10	...	138,975	129,151	9,824	...	13,13,391	12,87,667	25,724	...
FOR FEMALES.												
High Schools	6	6	...	...	559	508	51	...	41,524	40,999	525	.
Middle Schools	22	20	2	...	1,319	1,138	181	...	66,092	62,492	3,600	...
Total Secondary Schools ...	28	26	2	...	1,878	1,646	232	...	1,07,616	1,03,491	4,125	...
Primary Schools	313	299	14	...	10,106	9,012	1,094	...	71,061	71,274	...	213
Total Schools for General Education	341	325	16	...	11,984	10,658	1,326	...	1,78,677	1,74,765	3,912	...
Total Public Institutions for Males and Females ...	2,354	2,328	26	...	151,637	140,401	11,236	...	16,77,189	16,47,204	29,985	...
PRIVATE INSTITUTIONS.												
For Males	6,443	6,314	129	...	100,412	93,313	7,099	...	...	...	...	...
For Females	611	998	...	387	8,178	11,999	...	3,821	...	...	...	...
Total Males and Females ...	7,054	7,312	...	258	108,590	105,312	3,278	...	...	...	...	...
Grand Total of Institutions, Public and Private ...	9,408	9,640	...	232	260,227	245,713	14,514	...	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	1,39,080	1,28,274	10,806	...
Other charges...	...	...	...	...	...	...	...	...	8,54,230	7,58,131	96,099	...
Grand Total of Expenditure	...	...	...	...	...	...	...	...	26,70,499	25,33,609	1,36,890	...
	Number of Scholars.											
High Stage ... ... Boys	2,061	1,708	353	...	From Imperial Revenues ...				1,32,405	1,31,869	536	...
High Stage ... ... Girls	38	22	16	...	,, Provincial Revenues ...				8,72,759	7,37,496	1,35,263	...
Middle Stage ... Boys	11,640	10,955	685	.	,, District Funds				6,02,207	5,65,813	36,394	...
Middle Stage ... Girls	401	370	31	...	,, Municipal Funds ...				3,40,686	3,27,150	13,536	...
Total ... ... Boys	13,701	12,663	1,038	...	,, Fees ... Tuition fees ...				4,10,959	3,96,073	14,886	...
Total ... ... Girls	439	392	47	...	,, Fees ... Other fees ...				37,735	36,087	1,648	...
Upper Primary Stage* Boys	24,490	23,612	878	...	,, Other sources				2,73,748	3,39,121	...	65,373
Upper Primary Stage* Girls	1,089	865	224	...								
Lower Primary Stage* Boys	99,491	91,791	7,700	...								
Lower Primary Stage* Girls	10,455	9,362	1,093	...								
Total ... ... Boys	123,981	115,403	8,578	...								
Total ... ... Girls	11,544	10,227	1,317	...				Total ...	26,70,499	25,33,609	1,36,890	...

* Of both Secondary and Primary Schools.

CHAPTER I.

GENERAL SUMMARY.

	Paras.		Paras.
General Summary of Statistics ...	1—9	Expenditure on education from District Funds	24—25
Expenditure	10—16	Expenditure on education from Municipal Funds	26—27
Fees	17	Educational movements outside the Department	28
Examinations	18	Venture Schools	29
Moral training, discipline, and conduct	19		
Physical training	20		
General progress	21		
Management of Schools by District Boards	22		
Management of Schools by Municipal Boards	23		

General Statistics.

1. The table on the opposite page gives a general summary of the statistics of educational institutions of all kinds in the Punjab for the last two years.

Number of institutions and scholars.

2. The number of Public Institutions rose during the past year from 2328 to 2354, or by 26, and the number of scholars from 140,401 to 151,637, or by 11,236. In Private Institutions, there was a fall in the number of schools from 7312 to 7054, or by 258, but a rise in the number of scholars from 105,312 to 108,590, or by 3278. The decline in the number of Private Schools, as explained in Chapter VIII, was probably owing to the incompleteness of the returns. Taking both Public and Private Institutions together, there are now 9408 of these in the Province, giving instruction to 260,227 scholars, or to about 8·3 per cent. of the children of a school-going age. This percentage is slightly lower than that given last year, as the census returns of 1891 have been taken.

Colleges.

3. The number of Colleges remains 8 as in the previous year,—7 Arts' Colleges, and 1 Medical College. The attendance on the Arts' Colleges rose from 468 to 534, or by over 14 per cent. The increase was wholly in the English Colleges, the numbers in the Oriental College having fallen from 79 to 72, of whom only 16 belong to Arts Classes properly so called,—the remaining 56 being students of Oriental Languages only. The numbers in the Medical College rose from 124 to 144, or by 16 per cent. Taking all the Colleges together, it will be found that 678 students are now in receipt of a University education, or 86 more than last year. Properly speaking, however, the Law students returned in Chapter V, of whom there are 85, should also be included in the number said to be receiving a University education, which would give a total of 763 such students in the Province.

Secondary Schools

4. The Secondary Schools for boys rose by 2 during the year, from 257 to 259, and the number of scholars from 44,778 to 48,709. Besides these, there are 28 Secondary Schools for girls, with an attendance of 1878, against 26 schools, with 1646 scholars in the previous year. The whole number of Secondary Schools for both boys and girls is 287, with 50,587 scholars, as compared with 283 schools and 46,424 scholars last year, or an increase, in the scholars, of about 9 per cent. Of the present number of Secondary Schools, 129 are Vernacular, 130 Anglo-Vernacular, and 28 Schools for European children; and of the scholars, 2099 belong to the High, 12,041 to the Middle, and 36,447 to the Primary stage of instruction.

Chapter I, 5. General Summary. Primary Schools.

5. The number of Primary Schools for boys increased since last year from 1726 to 1733, or by 7, and the number of scholars from 83,249 to 88,972, or by 5723. The number of Primary Schools for girls rose by 14, or from 299 to 313, and the number of scholars by 1094, or from 9012 to 10,106. Taking both boys' and girls' Primary Schools together, there are now altogether 2046 such schools in the Province, attended by 99,078 scholars, against 2,025 schools and 92,261 scholars last year, or an increase, in the scholars, of over 7 per cent. If the number in the Primary Departments of the Secondary Schools, or 36,447, be added to the above, it will be found that the whole number at the Primary stage of instruction in Public Schools is 135,525, of whom 25,579 belong to the Upper Primary, and 109,946 to the Lower Primary Department.

Schools for Special Instruction.

6. Besides the ordinary schools for general education, there are 13 schools for Special Instruction instead of 12 last year. These consist of 6 Training Institutions for Male Teachers—a Training College and 5 Normal Schools, 1 Medical School, 1 Law School, 1 Veterinary School, 1 School of Art, and 3 Industrial Schools The increase was in one of the Normal Schools, of which there were but 4 last year. The attendance on all the Special Schools at the end of the year was 1294, or 170 more than in the previous year, of whom 8, belonging to the Medical School, were females. All the rest were males, the method of training Female Teachers, as explained last year, being by means of Normal Classes attached to some of the ordinary schools.

Management of the Public Institutions.

7. The following is a statement of the Public Institutions according to their management :—

	Institutions.	*Scholars.*
Under Government management ...	22	3,426
„ Board „	2,045	125,398
„ Private „ Aided ...	244	18,775
„ „ „ Unaided	43	4,038
Total ...	2,354	151,637

Only 22 institutions, or less than 1 per cent. of the whole, are managed by Government. These consist of an Arts College, a Medical College, 10 of the Schools for Special Instruction referred to in the last paragraph, 5 Model or Practising Schools attached to the Training Institutions, the Military Asylums at Sanáwar and Murree, and the Anglo-Arabic School at Delhi,—the last two being Government Institutions in the sense only that their Managing Committees are appointed by Government. The number of scholars in institutions managed by Government is only 3426, or a little over 2 per cent. of the total. Nearly 87 per cent. of the institutions, and over 82 per cent. of the scholars, are under Municipal or District Boards. The institutions under Private management number 287, and the scholars 22,813, or 12 and 15 per cent., respectively, of the whole.

Private Institutions.

8. Of the 7054 Private Institutions, 6735 are ordinary Indigenous Schools, the remainder, or 319, including 5 schools for European children, being what are called Venture Schools. These schools, though not conforming to the prescribed standards, give a general education, and are an interesting and increasing quantity, in transition into Public Schools. Of the whole number of Private Institutions, 6443 are for boys and 611 for girls, with 100,412 and 8178 scholars, respectively. Of the boys, 9320 read one or other of the Oriental Classical Languages, almost exclusively; 45,777 attend on instruction in the Qurán; 35,300 read in Elementary Schools teaching mostly a Vernacular Language only;

and 10,015 attend the Venture Schools already referred to. Of the girls, 6299 attend for instruction in religious books by rote, chiefly the Qurán; 1081 attend the Elementary Schools teaching a Vernacular only; and 798, the Venture Schools. The useful instruction gained from the Classical or Rote Schools is not considerable; but the influence of the Department, under the grant-in-aid rules, on the other Indigenous Schools, is increasing yearly. During the past year, 582 of these schools, with an attendance of 23,607 scholars, were examined for grants, or 170 schools, with 8162 scholars, more than in the previous year.

Classification of scholars according to race or creed.

9. In Public Institutions, the scholars are classified according to race or creed, thus,—Hindús 89,181, Muhammadans 58,988, Native Christians 1067, Europeans 2076, others 325; in Private Institutions, Hindús 33,946, Muhammadans 72,505, Native Christians 971, Europeans 55, others 1113. In Public Institutions, the proportion of Hindú to Muhammadan scholars is as 100 : 66; in Private Institutions, it is about 47 : 100; and in both together, or in the total under instruction, it is 94 : 100, as against 79 : 100 of relative population. The proportion in favour of Muhammadan scholars in Private Institutions arises from the large atttendance on Rote Schools, implying the smallest instructional advantage; whereas the bulk of the Hindú attendance on the same class of institutions is in the hopeful Elementary Vernacular Schools. It may be noticed as of some importance, that the number returned under 'Others,' or 1438 in all, is a quickly rising quantity.

Expenditure.

10. The departmental expenditure for the past year was Rs. 26,70,499, or an advance of Rs. 1,36,890 on last year. The total *direct* expenditure, that is, expenditure on tuition, was Rs. 16,77,189, or Rs. 29,985 more than in the previous year. The *indirect* expenditure, that is, expenditure on Direction, Inspection, Buildings, Scholarships, &c., amounted to Rs. 9,93,310, or an increase of Rs. 1,06,905. This increase is really Rs. 7,815 more than it should be, as, according to the Department of Public Works final accounts, our indirect expenditure for last year was given short by that amount. The rise in direct expenditure is pretty evenly distributed over the Secondary, Primary, and Special Schools; that in indirect expenditure was mainly on Buildings. Of the total expenditure, 62·8 per cent. was *direct*, and 37·2 per cent. *indirect*.

Direct expenditure.

11. The direct expenditure on University Education was Rs. 1,85,121, or only Rs. 349 more than in the previous year, the Arts Colleges showing a slight rise, and the Medical College an almost corresponding decline. In Boys' Schools for General Education, the expenditure was Rs. 11,81,104, or Rs. 15,929 more than last year—Rs. 9,990 on the Secondary Schools, and Rs. 5,939 on the Primary. The rise was chiefly due to the opening of new schools, and to additional expenditure on Physical Training, under the new regulations. In Girls' Schools, the expenditure rose by Rs. 3,912 to Rs. 1,78,677. The whole expenditure on Schools for General Education was Rs. 13,59,781. In Schools for Special Education, the expenditure was Rs. 1,32,287, or Rs. 9,795 more than in the previous year. Of this amount, Rs. 57,580 were spent on the Training Institutions for Teachers, and Rs. 74,707 on the other Schools for Professional and Technical Education. Of the increased expenditure on these institutions, Rs. 1,868 fell to the Training Institutions, owing to the extra Normal School, and Rs. 7,927 to the remaining schools, chiefly to the School of Art, the Medical School, and the Railway Technical School, at Lahore.

Indirect expenditure.

12. Indirect expenditure is returned in the General Summary under Scholarships and 'Other Charges.' On Scholarships, the expenditure was Rs. 1,39,080, or Rs. 10,806 more than last year,

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the rise being mostly on Scholarships in Girls' Schools, and on Jubilee and Zamíndárí Scholarships in Boys' Secondary Schools. The details under the head of 'Other Charges' are given below, and show an increase of Rs. 96,099 :—

	1891 92.	1890-91.	Increase.	Decrease.
(1). Buildings	3.40.334	2,63,842	76,492	...
(2). Furniture and Apparatus	44.580	44,653	...	73
(3). University	65,375	72,091	...	6.716
(4). Direction ... ...,	39.872	44,436	...	4,564
(5). Inspection	1,65.432	1.63,200	2.232	...
(6). Miscellaneous	1,98,637	1,69.909	28,728	...
Total	8,54,230	7.58,131	96.099	...

The increase is on Buildings, Inspection, and Miscellaneous. The greatly increased expenditure on Buildings is due chiefly to the new Barracks in course of erection at the Lawrence Military Asylum, Sanáwar. Heavy charges are also returned in connection with the St. Stephen's Mission College and Ghází-ud-dín Madrassa, at Delhi, and with the completion of the Government College Boarding House, the Railway Technical School, and the Mayo School of Art, and the purchase of the Presbyterian Church for the use of the Government College, at Lahore. The small increase on Inspection is owing to the enhanced pay of the Additional Inspector, Deraját Circle, and the new appointment of a Personal Assistant to that Inspector. The rise under Miscellaneous was mostly on account of increased grants to Private Schools, special grants towards the patronage of literature, the cost (recoverable) of the Fourth Edition of the Punjab Education Code, and Athletic Sports and Tournament expenses.

Expenditure from Imperial Revenues.

13. The expenditure from Imperial Revenues for the year amounted to Rs. 1,32,405, which is much as last year, and 4·95 per cent. of the total. This expenditure is principally on the Lawrence Military Asylum at Sanáwar. It also includes a grant towards the support of the Veterinary School at Lahore. In the General Tables prescribed for Educational Statistics, expenditure from Imperial Revenues is given under the head of 'Other Sources,' and is discriminated by marginal notes.

Expenditure from Provincial Revenues.

14. The expenditure from Provincial Revenues rose by Rs. 1,35,263 to Rs. 8,72,759, or to 32·68 per cent. of the total. This large increase is made up of Rs. 12,142 of direct expenditure, mostly on the Schools for Special Instruction and on enhanced grants-in-aid, and of Rs. 1,23,121 of indirect expenditure, of which Rs. 1,05,154 is on account of the extensive building operations already referred to, and the remainder mostly on increased scholarships, and grants for the encouragement of literature.

Expenditure from District and Municipal Funds.

15. There is also a rise in the expenditure from District and Municipal Funds of Rs. 36,394 and Rs. 13,536, respectively, making the former Rs. 6,02,207, or 22·55 per cent. of the whole, and the latter Rs. 3,40,686, or 12·75 per cent. The increased expenditure from District Funds was mainly due to the larger number of schools, the employment of Gymnastic Teachers, greater activity in the provision of new buildings, an enhanced contribution to the Lahore Medical College, and large grants to

Indigenous Schools. The rise from Municipal Funds was mostly on account of buildings and furniture, increased grants to Indigenous Schools, a larger contribution to the Medical College, and more teachers for the Industrial Schools.

Expenditure from 'Other Sources.'

16. The expenditure from what is called 'Other Sources,' after excluding the amount paid from Imperial Revenues referred to above, is made up chiefly of subscriptions and endowments in support of the Institutions under Private Management. The return under this head, with a large decrease of Rs. 65,373, is Rs. 2,73,748, or 10·25 per cent. of the total. The decrease is mainly under Buildings and Furniture, part of the expenditure on the Aitchison College having been returned in the previous year. It may be observed that as institutions privately managed use their school funds to supplement the fees and grants, the expenditure from those funds tends to decrease in almost exact proportion to the rise in income from those other sources.

Fees.

17. The income from tuition fees rose since last year by Rs. 14,886, and now stands at Rs. 4,10,959. Add to this the income from fees for admission to the University Examinations returned under Other Fees, and the whole fee income for the year amounts to Rs. 4,48,694, or 16·8 per cent. of the total expenditure on education. The increase in the tuition fees was almost exclusively in the Colleges and Secondary Schools, with a fall in the Primary Schools notwithstanding larger numbers. The decrease was wholly in the schools under private management. It may be here stated that no change took place in the fee rates last year, and that the next enhancement, which will be the last, is not due till 1893-94.

Examination results.

18. The statement below compares the number of successful candidates in the University and Departmental Examinations for the last two years :—

				Number of successful Candidates.			
				1891-92.	1890-91.	Increase.	Decrease.
1.	Master of Arts Examination			2	3	...	1
	Master of Oriental Learning			1	...	1	...
2.	Bachelor of Arts			45	37	8	...
	Bachelor of Oriental Learning			4	4	...	...
3.	Intermediate	Arts	Calcutta	8	...	8	...
			Punjab	(a) 152	84	68	..
		Oriental, Punjab		6	3	3	...
4.	Entrance Examination, Calcutta		Boys	38	57	...	19
			Girls	1	1	...	...
5.	Ditto, and similar Standard Examinations.	Punjab	English	Boys	(b) 599	321	278	...
				Girls	3	1	2	...
			Vernacular	Boys	6	10	...	4
6.	Middle School and similar Standard Examinations.	English		Boys	1,766	1,745	21	...
				Girls	51	33	18	...
		Vernacular		Boys	1,219	865	354	...
				Girls	23	7	16	...
7.	Upper Primary and 4th Standard Examinations.	Boys			8,147	7,613	534	...
		Girls			279	226	53	...
8.	Lower Primary and 2nd Standard Examinations.	Boys			11,954	11,612	342	...
		Girls			647	533	114	...

(a). Includes 2 of those who passed the Calcutta First Arts Examination.

(b). Includes 28 of those who passed the Calcutta Entrance Examination.

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In the Degree Examinations there is, on the whole, a marked increase in the number of successes, although the Masters Degrees as yet attract but few. In the Intermediate Examination, there is a rise of 90 per cent. in the passes, and, as will be seen in the Chapter on University Education, the proportion of passes to candidates was very favourable. The results of the Entrance Examination of the Punjab University, with a rise of 83 per cent. in the number of passes, and an increased proportion of successes to candidates, are satisfactory; but the decreased return of passes for the Calcutta Entrance Examination, out of a greater number of candidates, is not so. This Examination, however, is not now included in the Punjab system, although candidates continue to appear in it. The increase of passes in the Middle School Examination, especially on the Vernacular side, is considerable; and the percentage of passes to candidates, or 69, is a little above that of last year. Both the Primary Examinations show a decided advance on the previous year; and the increase of 22 per cent. on the side of the Girls' Schools is hopeful for the advance of Female Education. The Inspectors report, on the whole, favourably of the classes not examined by the standards; and from this, as well as from the results recorded above, it may be concluded that the year under report was one of satisfactory progress instructionally.

Moral training, discipline, and conduct.

19. As explained last year, emphasis is being more and more put on the necessity of influencing the characters, as well as the intellects, of the scholars, with the result that there is an awakened interest throughout the Province in this important subject. And along with this higher object of education, and with the increase of trained teachers, the tone and discipline of the schools appear to be decidedly improving. The conduct and demeanour of the scholars, with the exception of cases of prompting, and sometimes of copying, in the examinations, are said to have been generally satisfactory. Where there were slight breaches of discipline, these seem to have occurred only where the teachers, being of feeble character, and unable to maintain order and discipline, were harsh or partial in their dealings with the boys. "On the whole, however," says the Inspector of the Jullundur Circle, "the influence of the teachers on their pupils has been good, and the reports on the conduct of the students, supplemented, as they are, by my own personal observations, are very favourable." The Inspector of the Delhi Circle remarks: "I have noticed a decided tendency among teachers to observe more carefully an attitude becoming their position, and a greater promptitude in detecting irregularities." It is this growth of strength and moral fibre in the Masters that will most affect the spirit and conduct of the scholars. The Inspector of the Lahore Circle doubts whether, except in Mission Schools, school authorities and teachers trouble themselves much about moral instruction, being chiefly absorbed in plodding through the prescribed courses; and he remarks, "we seem to have devised a very admirable teaching machine, but not to have succeeded in creating a soul in every part of it." If we can, as we are gradually doing, put a right spirit in the teachers, there will, it may be hoped, be less doubt about the soul in the machine.

Physical Training.

20. The new regulations regarding Physical Training are incorporated in Chapter XV of the new edition of the Education Code, which was printed and issued in September last. These regulations have been brought to the notice of Local Bodies and School Managers, and something has been done to put them into operation; but it will take some time, because of the arrangements necessary and the expense, before they can be generally

applied. Yet the reports, for the past year, on this subject, are everywhere favourable. More teachers and itinerant instructors have been appointed; more apparatus has been supplied; the teaching has become more systematic; games and sports have been increasingly encouraged; play-grounds have been provided; tournaments have been more generally organized; and, in all respects, there has been everywhere progress, more or less. The interest taken by District Officers in this cause is generally encouraging,—in some instances notably so; and the liberal supply of funds by many of the Local Bodies to meet the expenses of the Annual Tournaments merits the warm acknowledgments of the Department.

General progress during the year.

21. From what has been said above, in brief summary of the statistical returns, it may, I think, be safely inferred, that the year under report was one of fair progress in most directions. The increased numbers in both Colleges and Schools; the improved results in most of the public examinations; the growing change for the better in the efficiency of the Masters, and, to a certain extent, in the tone and discipline of the schools; the advance of physical training; and the increase of Private Schools brought under the influence of the Department,—all these are indications of tangible progress. Something was also done, during the year, for the supply of school houses and boarding accommodation; and the Text-Book Committee was even more active than usual in the preparation of school books. It is true that Female Education remains very backward, and has to wait on the slow preparation of fit instruments, and that there is not yet that spontaneity about the educational movement, especially in its lower phases, that might be desired; but there are substantial grounds of hope, notwithstanding. On the increase of Private Schools brought in touch with the Department, the Inspector of Ráwalpindi (Mr. Thompson) remarks:—"What I consider the most hopeful and satisfactory sign of progress during the year is the increase of Indigenous and other Private Schools on the list of institutions earning grants, under Chapter III of the Code;" and further on,—"The most important portion of the whole educational fabric is, after all, its groundwork, or primary education; and the signs that are visible of the future extension of primary education by the help of these Aided Private Schools, are to be seen in the increase, for this year alone, of 644 boys (for the Province the increase was 4521) in attendance on Other Private Schools, where exactly the same course of studies is pursued as in the Primary Board Schools." Speaking of the progress for the year generally, the Delhi Inspector (Mr. Harvey) says:—"There has been both intellectual and moral improvement all round, not to be judged of from statistics or results of examinations, but from the better relations between master and pupil, and between the pupils themselves. There is a quickness of perception among boys of the Delhi Circle, which I have met with nowhere else; and the question is whether this quality has been guided in the proper channel by those entrusted with it or not. There is, of course, much else in the character of the people, as was remarked last year, which can only be eradicated by time and patience; but still there are evidences of real progress each year, which must not be ignored or lost sight of, because it is not as rapid as might be wished."

Management of Schools by District Boards.

22. Of the 2354 Public Institutions in the Province, 1724, or 73 per cent. of these, are under the management of District Boards, including, practically, all the Vernacular Primary Schools. It is, therefore, of great importance how these institutions are managed under the Local Board machinery. Inspecting Officers

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are generally of opinion that the more enlightened members of District Boards take a real interest in the schools, especially in those at, or near, their homes, and that the cause of education is distinctly helped by their countenance and support. In some cases they make the success of the schools within their iláqas a matter of considerable personal concern; and Girls' Schools have been frequently helped in this way. But it is also generally admitted, that the actual management of what are called District Board Schools rests, not with the District Boards, but with the District authorities, assisted by the District Inspector. "Matters of importance," says Lála Piyáre Lál, "are, no doubt, laid before the meetings of the Boards; but they are generally decided in accordance with the views held on them by the Deputy Commissioners. This is especially the case in financial matters, which the other members are not in a position to fully understand. Instances, however, are not wanting, in which intelligent members have tried successfully to press their views on the other members, and to carry their points. The executive power is vested in the Deputy Commissioners, or in the Assistants, to whom the management of the schools may be entrusted." In the Frontier Districts, the Local Boards do not, as yet, take any part in the management of the schools. It is, therefore, chiefly on the District Officers, backed by energy and good sense on the part of the District Inspectors, that the success of the District Board Schools depends. And, as a rule, the management, on the lines indicated, is efficient. In many cases, it is warmly interested and progressive. The experiment of select Educational Sub-Committees, which might, with advantage, I think, be more generally tried—the District Inspector being always a member—is perhaps the best method for training the District Boards to become a more effective agency in school administration.

Management of Schools by Municipal Boards.

23. The management of schools by Municipal Boards is largely independent, though subject to the control of the District authorities; and this concerns 321 schools in all, including more than one-half of the Anglo-Vernacular Schools of the Province. With a few exceptions, the management, during the past year, was fairly satisfactory; and, in some instances, it was conspicuously so. Where there was failure, this was due to circumstances which have been frequently referred to; indifference to the wants of the schools; disregard of the growing educational requirements of the localities; delay in replying to urgent references; interference with the legitimate authority of the Head Masters; and party spirit and partiality, which lead to irritation and disagreements, and, not infrequently, great harm to the schools. Specific illustrations might be given; but it will be enough to merely indicate generally how this bad management shows itself. Occasionally, small but important requirements of schools will be pointed out by the Inspecting Officers, and repeated year after year, but will not be supplied. Some of the larger Municipalities, which spend next to nothing on education, will allow their schools to be overcrowded and in want of appliances, and will reluctantly give the small grants awarded under the Code to Private Schools within their jurisdiction. The salary of a Head Master will be reduced because of the strict observance of rules with regard to a pupil related to a member of the Committee. A boy recommended for expulsion on a grave charge by the Head Master will be retained in the school; and recently a Head Master was pressed to certify to the good conduct of such a boy for admission to the Entrance Examination. The proposal to abolish a department of a school to get rid of an over-conscientious Head Master has more than once been put forward; and, at the present

moment, a case has been reported to me in which the members of a Committee, to do harm to the repute of such a Master, have actually started an opposition Private School. Circumstances like these do not tend to advance the cause of public instruction, or add to the vital strength of the schools; and they are certainly to be deplored. Nevertheless, I believe that things, in the worst cases, are better than they were, and that under the guidance of the already constituted controlling authority, which can always interfere to check irregularities, the true spirit may soon be awakened in the few remaining worst, as it has already been in the best, Managing Boards.

Extent to which District Boards fulfil their obligations as to expenditure on education.

24. The table given on the following pages will show to what extent the various District Boards fulfilled their obligations with regard to expenditure on education during the past year. It has been laid down by Government that each District Board may be called upon to spend on education, exclusive of charges for the construction and maintenance of buildings, *twenty-five* per cent. of the District Fund annual income, not including grants from public sources, nor fees. From columns 8 and 9 of the table, it will be found that the total budget provision for the Province fell short of the minimum that might be required by Rs. 1,09,298; and from column 17, that the gross expenditure was less than the budget provision by Rs. 27,700. There was thus spent by District Boards on their schools the sum of Rs. 1,36,998 less than they might have been called upon to spend. Comparing columns 23 and 25, it will be found that the *net* expenditure—that is, the expenditure from the twenty-five per cent. requirement, exceeded the amount of that expenditure before localisation by Rs. 76,154. It also exceeded the amount spent last year by Rs. 25,571, which shows considerable educational expansion; although it was less than what might have been required by Rs. 1,40,921. The second section of the table (columns 15 and 16) shows that the budget provision for Primary Education fell short of what might have been required by Rs. 65,009.

Obligation of District Boards considered by Circles and Districts.

25. If the obligation of District Boards in this respect be considered by Circles, it will be found that the Jullundur Circle stands first, with 87 per cent. of the expenditure that might be required; the Ráwalpindi Circle stands second, with 79 per cent.; the Lahore and Deraját Circles stand together third, with 78 per cent. each; and the Delhi Circle, fifth, with 69 per cent. From this it will be seen that the Delhi Circle, with most ground to make up, has the most means available for the purpose. If the Districts be compared in this respect, leaving Simla out as having almost nothing to spend on education, it will be found that the Ludhiána, Jullundur, Amritsar, Gujránwála, and Dera Ghází Khán Districts head the list with more than the minima that might be required; the Gujrát District follows with 91 per cent.; the Jhelum District, with 90; the Ráwalpindi, Hoshiárpur, Muzaffargarh, Sháhpur, Hazára, Karnál, and Delhi Districts follow with between 80 and 90 per cent.; eight other Districts spend between 70 and 80 per cent.; five others between 60 and 70 per cent.; the Jhang District spends 50 per cent., the Hissár District 39, and the Kohát District only 30 per cent. of what they might be called upon to spend.

Extent to which Municipal Boards fulfil their obligation as to expenditure on education.

26. The table, which extends from page 14 to 23, will show the extent to which Municipal Boards fulfilled their pecuniary obligations to education during last year. It is laid down for Municipal Boards that they may be required to spend on education, not

Statement of Expenditure on Education

1	2	3	4	5	6	7	8	9	10	11	12
	Budget Provision for Education.								Budget		
Districts.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Twenty-five per cent. of District Fund income, exclusive of the items in columns (2), (3), (4), (5) and (6).	Total of preceding columns, being the minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.	Grants made by Government for Primary Schools.	Contributions from Municipal Funds for Primary Schools.	Subscriptions and Endowments.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.
1. Hissár	...	...	168	...	550	25,166	25,884	13,023	...	...	...
2. Rohtak	216	...	...	...	1,000	24,966	26,182	19,092	216	...	...
3. Gurgáon	..	...	...	...	1,500	29,733	31,233	26,519	..	...	...
4. Delhi	180	702	...	...	1,150	23,484	25,466	19,965	180	...	...
5. Karnál	400	...	...	...	1,000	18,850	20,250	18,960	400	..	...
6. Umballa	400	...	...	...	2,925	34,519	37,844	27,500	400	...	...
7. Simla	145	...	...	115	60	388	708	1,368	145	...	115
Total Delhi Circle ...	1,341	702	168	115	8,185	1,57,056	1,67,567	1,26,427	1,341	...	115
8. Kángra	337	...	...	308	900	22,809	24,354	17,801	337	..	308
9. Hoshiárpur	360	.	68	96	2,400	36,010	38,934	38,161	360	...	96
10. Jullundur	180	594	...	..	2,600	34,046	37,420	36,347	180	...	...
11. Ludhiána	288	...	...	...	3,600	26,296	30,184	31,136	288	...	...
12. Ferozepore	300	...	...	...	1,570	30,085	31,955	29,002	300	...	...
Total Jullundur Circle ...	1,465	594	68	404	11,070	1,49,246	1,62,847	1,52,450	1,465	...	404
13. Jhang	300	...	...	60	586	16,566	17,512	10,050	300	...	...
14. Montgomery ...	...	..	...	396	486	14,000	14,882	10,878	...	...	...
15. Lahore	180	648	...	...	1,400	24,040	26,268	20,258	180	...	...
16. Amritsar	400	...	...	...	6,100	25,170	31,670	30,000	400	...	...
17. Gurdáspur	252	...	...	...	3,400	37,889	41,541	34,000	252	...	...
18. Gujránwála... ...	400	...	189	...	3,700	15,538	19,827	21,055	400	84	...
Total Lahore Circle ...	1,532	648	189	456	15,672	1,33,203	1,51,700	1,26,241	1,532	84	...
19. Siálkot	...	...	210	150	3,300	37,402	41,062	33,765	...	...	120
20. Gujrát	...	...	...	100	2,220	15,153	17,473	17,473	...	...	...
21. Sháhpur	400	...	...	...	2,500	16,375	19,275	15,248	400	...	...
22. Jhelum	180	...	96	...	2,300	16,229	18,805	20,100	180	...	...
23. Ráwalpindi ...	400	400	...	...	1,600	22,352	24,812	23,672	400	...	...
24. Hazára	...	...	...	..	150	7,148	7,298	6,460	...	...	...
25. Pesháwar	...	144	...	...	300	19,482	19,926	16,390	..	...	...
26. Kohát	158	...	...	...	50	6,454	6,462	2,710	158	...	...
Total Ráwalpindi Circle...	1,138	604	306	250	12,420	1,40,395	1,55,113	1,35,818	1,138	...	120
27. Mooltan	400	...	192	...	700	24,205	25,497	19,925	400	...	...
28. Bannú	400	...	...	...	120	12,700	13,220	10,184	400	...	...
29. Dera Isma'íl Khán ..	220	216	...	...	125	15,064	15,625	11,041	220	...	...
30. Dera Ghází Khán ...	400	...	352	...	140	10,007	10,899	12,108	400	...	...
31. Muzaffargarh ...	400	...	...	...	100	12,632	13,132	12,108	400	...	...
Total Deraját Circle ...	1,820	216	544	...	1,185	74,608	78,373	65,366	1,820	...	...
Grand Total for the Punjab	7,296	2,764	1,275	1,225	48,532	6,54,508	7,15,600	6,06,302	7,296	84	639

from the District Funds.

13	14	15	16	17	18	19	20	21	22	23	24	25
PROVISION FOR PRIMARY SCHOOLS.				ACTUALS FOR EDUCATION.								
Amount of fees as estimated.	Fifteen per cent. of the District Fund income, exclusive of the items in columns (10), (11), (12), and (13).	Total of preceding columns, being the minimum provision that may be required by Government for Primary education.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.	Gross expenditure during the school year other than that on school buildings.	Grants made by Government.	Contributions from other District Funds on account of Divisional High School Scholarships.	Contributions from Municipal Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended on all educational items except school buildings.	Net amount expended during the previous year.	Net amount expended before localization, i.e., in 1885-86.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
550	15,099	15,649	8,392	10,660	...	...	168	...	528	9,964	9,209	8,141
700	14,980	15,896	9,036	18,013	216	...	...	...	1,010	16,787	16,268	16,209
700	17,840	18,540	15,312	24,858	...	..	...	...	1,756	23,102	23,697	21,274
400	14,278	14,858	8,508	21,117	180	648	264	...	921	19,104	17,076	16,907
600	11,370	12,370	14,412	16,776	400	...	...	...	844	15,532	15,470	11,641
1,350	20,948	22,608	14,758	25,995	400	...	...	...	2,426	23,169	24,869	24,072
60	233	553	1,262	1,180	145	...	...	114	138	783	887	1,096
4,360	94,748	1,00,564	68,680	1,18,599	1,341	648	432	114	7,623	1,08,441	1,07,476	99,340
300	13,775	14,720	8,525	18,372	337	...	54	881	951	16,149	14,526	12,340
2,000	21,606	24,062	21,271	34,835	360	...	...	96	3,085	31,294	27,511	22 711
1,750	20,644	22,571	21,317	39,504	180	594	342	469	2,275	35,644	31,494	29,079
1,70	16,062	18,950	15,449	32,103	288	...	...	110	3,478	28,227	23,748	21,723
900	18,151	19,351	15,297	20,560	300	...	49	...	1,508	18,703	14,155	14,430
6,650	90,238	98,757	81,859	1,45,374	1,465	594	445	1,556	11,297	1,30,017	1,11,434	1.00,283
354	9,949	10,594	6,040	9,628	300	...	...	99	555	8,374	8,528	8,883
450	8,400	8,850	6,712	8,917	...	...	...	2	514	8,401	7,822	5,597
700	14,424	15,304	10,318	20,546	180	648	...	...	1,199	18,519	17,994	15,975
2,600	15,102	18,102	17 725	33,030	400	...	760	72	6,467	25,331	24,228	21,993
3,040	22,787	26,079	32,829	31,462	252	...	...	...	2,356	28.854	29,602	25,340
3,000	9,323	12,807	15.562	20,184	400	...	215	120	3,850	15,599	14,469	14,477
10,144	79,976	91,736	89,186	1,23,467	1,532	648	975	293	14,941	1,05,078	1,02,643	92,265
2,400	22,612	25,132	19,018	30,856	...	...	208	236	3,332	27,082	27,550	22,168
1,200	9,092	10,292	9,942	17,056	...	...	643	85	2,532	13,796	14,780	15,107
500	9,825	10,725	9,544	16 645	400	...	...	...	2,526	13,719	11 626	8,292
1,300	9,737	11,217	11,765	19,226	180	...	96	91	4,181	14,678	13,340	15.255
800	14,034	15,234	17,481	22,679	400	460	...	...	1,773	20,046	19.689	16,129
57	4,311	4,368	4,536	6,199	...	...	...	...	201	5,998	6,014	6,054
150	11,689	11,839	9,625	14 653	...	144	...	...	171	14,388	12,271	10,622
50	3,752	3,960	1,710	2,104	158	...	...	24	44	1,878	2.094	1,289
6,457	85,052	92,767	83,651	1,29,418	1,138	604	945	436	14,760	1,11,535	1,07,364	94,916
460	14,568	15,368	13,156	17,362	400	...	212	...	572	16,178	17,740	13,425
10	6,353	6,763	6,516	9,624	400	..	...	..	111	9,113	10,914	8,407
125	9,072	9 417	7,812	11,314	220	216	...	...	95	10,783	8,777	7,519
40	6072	6.512	6,755	11,997	400	...	...	...	123	11,474	10,976	10,280
65	7,585	8,950	7,310	11,447	400	...	...	...	79	10,968	10,692	8,998
640	43,650	46,110	41,549	61,744	1,820	216	212	...	980	58,516	59,099	50,629
28,251	3,93,664	4,29,934	3,64,925	5,78,602	7,296	2,710	3,009	2,399	49,601	5,13,587	4,88,016	4,37,432

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Hissár	Bhiwáni	2,639	...	...	1,600	4,830	9,069	6,952
	Sirsa	2,113	...	...	800	2,002	4,915	3,802
	Minor	300	570	...	1,876	3,550	6,296	5,019
	Total Hissár ..	5,052	570	...	4,276	10,382	20,280	15,773
Rohtak	Rohtak	2,801	312	...	2,075	1,077	6,265	5,830
	Minor	600	3,094	...	1,924	2,475	8,093	9,906
	Total Rohtak ..	3,401	3,406	...	3,999	3,552	14,358	15,736
Gurgáon	Rewári	5,133	975	...	4,000	3,011	13,119	12,915
	Minor	...	1,992	...	695	2,942	5,629	5,516
	Total Gurgáon ..	5,133	2,967	...	4,695	5,953	18,748	18,431
Delhi	Delhi	14,870	...	...	5,895	35,293	56,058	31,244
	Minor	300	1,386	...	875	1,875	4,436	3,776
	Total Delhi ...	15,170	1,386	...	6,770	37,168	60,494	35,020
Karnál	Karnál	2,662	287	...	1,490	2,181	6,620	5,200
	Minor	612	1,160	...	1,660	3,938	7,370	7,447
	Total Karnál ...	3,274	1,447	...	3,150	6,119	13,990	12,647
Umballa	Umballa	2,794	...	204	1,700	3,755	8,453	7,651
	Jagádhrí	3,479	...	...	1,300	2,774	7,553	6,655
	Minor	1,056	2,258	...	2,077	4,829	10,220	8,825
	Total Umballa ...	7,329	2,258	204	5,077	11,358	26,226	23,131
Simla	Simla	2,613	...	554	1,780	33,544	38,491	4,960
	Total Simla ...	2,613	...	554	1,780	33,544	38,491	4,960
	Total Principal ...	39,104	1,574	758	20,640	88,467	1,50,543	85,209
	Total Minor ...	2,868	10,460	...	9,107	19,609	42,044	40,489
	Grand Total Delhi Circle	41,972	12,034	758	29,747	1,08,076	1,92,587	1,25,698

from Municipal Funds.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, i.e., in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
6,904	2,639	...	...	1,586	2,679	1,778	1,383	
3,762	2,113	...	...	922	727	797	1,624	
5,117	300	707	...	1,864	2,246	2,065	1,953	
15,783	5,052	707	...	4,372	5,652	4,640	4,960	
5,856	2,801	312	...	2,335	408	502	584	
9,326	600	3,272	...	2,072	3,382	3,180	2,806	
15,182	3,401	3,584	...	4,407	3,790	3,682	3,390	
12,832	5,133	975	...	4,406	2,318	1,882	2,751	
5,061	...	1,992	...	742	2,327	2,301	1,765	
17,893	5,133	2,967	...	5,148	4,645	4,183	4,516	
30,744	14,870	...	...	5,895	9,979	8,591	9,223	
4,098	300	1,386	...	1,064	1,348	1,483	1,400	
34,842	15,170	1,386	...	6,959	11,327	10,074	10,623	
4,757	2,662	287	...	1,199	609	583	1,014	
7,431	612	1,160	...	1,768	3,891	3,739	3,563	
12,188	3,274	1,447	..	2,967	4,500	4,322	4,577	
6,813	2,794	...	204	2,016	1,799	550	526	
7,071	3,479	...	...	1,641	1,951	1,325	1,035	
9,032	1,056	2,258	...	2,170	3,548	2,501	2,481	
22,916	7,329	2,258	204	5,827	7,298	4,376	4,042	
5,061	2,613	...	554	2,065	- 171	510	1,107	
5,061	2,613	...	554	2,065	- 171	510	1,107	
83,800	39,104	1,574	758	22,065	20,299	16,518	19,247	
40,065	2,868	10,775	...	9,680	16,742	15,269	13,968	
1,23,865	41,972	12,349	758	31,745	37,041	31,787	33,215	

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Kángra	Núrpur	2,990	108	...	545	605	4,248	5,083
	Minor	...	...	...	...	1,331	1,331	300
	Total Kángra ...	2,990	108	...	545	1,936	5,579	5,383
Hoshiárpur ...	Hoshiárpur	8,502	...	...	4,800	3,242	16,544	13,407
	Minor	...	4,174	...	3,178	2,120	9,472	9,078
	Total Hoshiárpur ...	8,502	4,174	...	7,978	5,362	26,016	22,485
Jullundur	Jullundur	5,418	474	400	4,000	5,302	15,594	12,145
	Báhon	3,388	180	...	1,800	758	6,126	5,380
	Minor	691	3,788	...	3,190	3,725	11,394	11,489
	Total Jullundur ...	9,497	4,442	400	8,990	9,785	33,114	29,014
Ludhiána	Ludhiána	5,335	1,800	100	4,500	6,421	18,156	16,739
	Minor	...	1,356	...	2,347	2,288	5,991	6,591
	Total Ludhiána ...	5,335	3,156	100	6,847	8,709	24,147	23,330
Ferozepore ...	Ferozepore	2,583	1,440	...	3,200	3,746	10,969	11,684
	Minor	...	150	...	1,000	2,177	3,327	3,486
	Total Ferozepore ...	2,583	1,590	...	4,200	5,923	14,296	15,170
	Total Principal ...	28,216	4,002	500	18,845	20,074	71,637	64,448
	Total Minor	691	9,468	...	9,715	11,641	31,515	30,944
	Grand Total Jullundur Circle	28,907	13,470	500	28,560	31,715	1,03,152	95,387

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on school buildings	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year	Net amount expended during the previous year.	Net amount expended before localization, *i.e.*, in 1885-86.	Remarks.
Rs.	Rs	Rs.	Rs	Rs.	Rs.	Rs	Rs.	
4,505	2,990	83	...	566	866	1,291	1,084	
267	.	..	...	.	267	300	1,621	
4,772	2,990	83	. .	566	1,133	1,591	2,705	
13,114	8,502	108	...	5,918	—1,414	—218	952	
9,280	...	4,345	...	3,823	1,112	472	1,549	
22,394	8,502	4,453	. .	9,741	— 302	254	2,501	
11.896	5,418	54	213	4,074	2.137	1,365	1,957	
5,809	3,388	376	..	1,721	324	78	408	
10,928	691	3,808	...	3,534	2,895	3,176	3,764	
28,633	9,497	4,238	213	9,329	5,356	4,619	6,129	
17,297	5,335	1,800	14	4,226	5,922	3,924	5,213	
7,530	.	1.615	...	2,570	3,345	2,513	3,082	
24.827	5,335	3,415	14	6,796	9,267	6,437	8.325	
10,552	2.583	1,500	...	3,363	3,106	2,924	2,686	
4,336	.	1,877	...	1,030	1.429	2,442	2.228	
14.888	2,583	3,377	...	4,393	4,535	5,366	4,914	
63,173	28,216	3,921	227	19,868	10,941	9,364	12,330	
32,341	691	11,645	...	10,957	9,048	8,903	12,244	
95,514	28,907	15,566	227	30,825	19,989	18,267	24,574	

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Jhang	Jhang	5,705	125	480	4,500	2,957	13,767	13,352
	Minor	420	50	...	1,200	1,089	2,759	2,612
	Total Jhang ...	6,125	175	480	5,700	4,046	16,526	15,964
Montgomery ...	Montgomery	...	...	...	...	...	...	...
	Minor	360	1,845	...	1,650	1,952	5,807	5,086
	Total Montgomery ...	360	1,845	...	1,650	1,952	5,807	5,086
Lahore	Lahore	16,977	...	...	6,000	36,239	59,216	30,885
	Qasúr	600	846	...	1,200	3,028	5,674	4,930
	Minor	...	1,698	240	1,398	2,835	6,171	5,345
	Total Lahore ...	17,577	2,544	240	8,598	42,102	71,061	41,160
Amritsar	Amritsar	25,399	...	...	8,000	43,664	77,063	54,000
	Minor	...	...	...	150	1,454	1,604	1,904
	Total Amritsar ...	25,399	..	...	8,150	45,118	78,667	55,904
Gurdáspur ..	Gurdáspur	8,167	876	...	5,000	625	14,668	13,833
	Batála	3,318	36	...	3,500	2,341	9,195	8,520
	Minor	900	3,148	...	4,330	4,887	13,265	11,329
	Total Gurdáspur ..	12,385	4,060	...	12,830	7,853	37,128	33,682
Gujránwála ...	Gujránwála ..	3,929	..	...	2,700	4,920	11,549	13,089
	Wazírábád	...	...	...	...	1,766	1,766	1,745
	Minor	...	996	...	776	1,288	3,060	2,579
	Total Gujránwála ..	3,929	996	...	3,476	7,974	16,375	17,413
	Total Principal ...	64,095	1,883	480	30,900	95,540	1,92,898	1,40,354
	Total Minor	1,680	7,737	240	9,504	13,505	32,666	28,855
	Grand Total Lahore Circle	65,775	9,620	720	40,404	1,09,045	2,25,564	1,69,209

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, i.e., in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
12,431	5,705	125	335	5,011	1,255	528	1,997	
2,428	420	50	...	1,366	592	809	959	
14,859	6,125	175	335	6,377	1,847	1,337	2,956	
...	...	...	...	...	...	...	..	
4,874	360	1,469	...	2,043	1,002	1,198	2,710	
4,874	360	1,469	...	2,043	1,002	1,198	2,710	
27,472	9,751	. .	...	7,460	10,261	3,236	4,250	
4,885	600	858	. .	1,440	1,987	3,169	2,368	
6,180	...	2,363	190	1,757	1,870	2,279	1,919	
38,537	10,351	3,221	190	10,657	14,118	8,684	8,537	
51,170	25,399	...	...	9,005	16,766	16,475	13,121	
1,727	...	...	...	169	1,558	1,491	1,825	
52,897	25,399	...	...	9,174	18,324	17,966	14,946	
14,474	8,167	876	...	5,811	−380	−1,128	358	
8,076	3,318	36	..	3,315	1,407	1,039	1,890	
11,557	900	3,148	...	4,357	3,152	2,794	4,847	
34,107	12,385	4,060	...	13,483	4,179	2,705	7,095	
11,693	3,929	...	...	2,895	4,869	4,672	3,983	
1,587	.	...	...	...	1,587	1,518	669	
3,080	...	996	...	946	1,138	1,515	1,665	
16,360	3,929	996	...	3,841	7,594	7,705	6,317	
1,31,788	56,869	1,895	335	34,937	37,752	29,509	28,036	
29,846	1,680	8,026	190	10,638	9,312	10,086	13,925	
1,61,634	58,549	9,921	525	45,575	47,064	39,595	42,561	

Chapter I, 26-27.

General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments	Amount of fees as estimated.	Ten per cent of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs	Rs	Rs	Rs	Rs	Rs	Rs.
Siálkot	Siálkot	552	720	...	3,000	5,995	10,267	12,821
	Minor . .	1,212	3 230		4,850	2,500	11,792	12,142
	Total Siálkot ...	1,764	3,950		7.850	8,495	22,059	24,963
Gujrát	Gujrát	5 653	.		4,000	1,739	11,892	10,318
	Minor		.			1,291	1 291	1,136
	Total Gujrát .	5,653	...		4,000	3,030	12,683	11,454
Sháhpur	Bhera	3,874	...		3,450	1,331	8,655	8,664
	Minor	..	240	840	1,400	2,212	4,692	5,096
	Total Sháhpur	3,874	240	840	4,850	3,543	13,347	13,750
Jhelum	Jhelum	1,590	884	18	3,000	1,924	7,416	7,249
	Minor	600	264	..	2,400	1,930	5,194	3,714
	Total Jhelum ..	2,190	1,148	18	5,400	3,854	12,610	10,963
Ráwalpindi ...	Ráwalpindi .	.	...	..	2,400	12,110	14,510	6,420
	Minor		278	...	1,270	4,461	6,009	4 481
	Total Ráwalpindi ..		278	. .	3,670	16,571	20,519	10,901
Hazára	Abbottábád	1,921	..		1,200	598	3,719	3,300
	Minor		430		555	1,614	2 599	3,368
	Total Hazára ..	1,921	430	..	1,755	2,212	6,318	6,668
Pesháwar	Pesháwar	420	..	...	1,550	21,692	23,662	6,385
	Minor				...	...		...
	Total Pesháwar . .	420	...		1,550	21,692	23,662	6,385
Kohát	Kohát	2,461	.	300	1,500	1,650	5,911	5,040
	Minor		...	...		.		. .
	Total Kohát	2,461	...	300	1,500	1,650	5,911	5,040
	Total Principal ...	16,471	1,604	318	20,100	47,039	85,532	69,197
	Total Minor	1,812	4,442	840	10,475	14,008	31,577	18,927
	Grand Total Rawalpindi Circle ...	18,283	6,046	1,158	30,575	61,047	1,17,109	79,124

from Municipal Funds—continued.

9	10	11	12	13	14	15	16	17
ACTUALS FOR EDUCATION.								
Gross expenditure during the school year other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, i. e., in 1885-86.	REMARKS.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
12,188	552	933	...	3,334	7,369	7,503	2,211	
11,586	1,212	2,857	...	4,935	2,582	2,741	3,839	
23,774	1,764	3,790	...	8,269	9,951	10,244	6,050	
10,505	5,653	...	...	4,373	479	574	600	
1,187	...	...	...	...	1,187	614	241	
11,692	5,653	...	...	4,373	1,666	1,188	841	
8,371	3,874	...	...	3,390	1,107	1,401	1,162	
4,961	...	240	840	2,220	1,661	2,477	2,166	
13,332	3,874	240	840	5,610	2,768	3,878	3,328	
7,047	1,590	884	18	3,486	1,069	933	1,990	
3,888	600	264	...	2,332	692	286	866	
10,935	2,190	1,148	18	5,818	1,761	1,219	2,856	
6,332	...	...	...	2,003	4,329	4,110	4,343	
4,428	...	278	...	1,492	2,658	2,565	1,262	
10,760	...	278	...	3,495	6,987	6,675	5,605	
3,493	1,921	...	...	1,200	372	238	452	
2,952	...	430	...	860	1,662	1,839	1,465	
6,445	1,921	430	...	2,060	2,034	2,077	1,917	
6,122	420	...	270	1,716	3,716	2,708	1,697	
...	...	...	...	...	...	...	...	
6,122	420	...	270	1,716	3,716	2,708	1,697	
5,026	2,461	...	200	1,465	900	845	742	
...	...	...	...	...	...	...	...	
5,026	2,461	...	200	1,465	900	845	742	
89,084	16,471	1,817	488	20,967	19,341	18,312	13,177	
29,002	1,812	4,069	840	11,839	10,442	10,522	9,839	
88,086	18,283	5,886	1,328	32,806	29,783	28,834	23,016	

Chapter I, 26-27.

General Summary.

Statement of Expenditure on Education

1		2	3	4	5	6	7	8
		Budget Provision for Education.						
Districts.	Municipalities.	Grants made by Government and paid through the Accountant-General.	Contributions from District Funds.	Subscriptions and Endowments.	Amount of fees as estimated.	Ten per cent. of the Municipal income, exclusive of (2), (3), (4), and (5).	Total of preceding columns, being minimum provision that may be required by Government.	Provision made in the Budget for the financial year in which the inspection takes place, exclusive of expenditure on school buildings.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Mooltan	Mooltan	4,144	390	...	8,081	15,265	27,880	19,062
	Minor	...	1,054	...	625	1,897	3,576	3,447
	Total Mooltan ...	4,144	1,444	...	8,706	17,162	31,456	22,509
Bannú	Bannú	...	...	...	...	...	...	...
	Minor	...	1,950	...	456	4,091	6,497	5,350
	Total Bannú ...	...	1,950	...	456	4,091	6,497	5,350
Dera Isma'íl Khán	Dera Isma'íl Khán ...	180	432	...	1,400	4,716	6,728	4,440
	Minor	..	1,469	...	340	1,935	3,744	1,728
	Total Dera Isma'íl Khán	180	1,901	...	1,740	6,651	10,472	6,168
Dera Ghází Khán	Dera Ghází Khán	2,915	...	...	2,700	6,382	11,997	10,159
	Minor	...	1,476	240	117	2,147	3,980	4,031
	Total Dera Ghází Khán	2,915	1,476	240	2,817	8,529	15,977	14,190
Muzaffargarh ...	Muzaffargarh	...	...	...	...	...	...	...
	Minor	300	1,940	...	675	1,572	4,487	4,290
	Total Muzaffargarh ...	300	1,940	...	675	1,572	4,487	4,290
	Total Principal ...	7,239	822	...	12,181	26,363	46,605	33,661
	Total Minor	300	7,889	240	2,213	11,642	22,284	18,846
	Grand Total Derajat Circle	7,539	8,711	240	14,394	38,005	68,889	52,507
	Grand Total Principal ...	1,55,125	9,885	2,056	1,02,666	2,77,483	5,47,215	3,83,864
	Grand Total Minor ...	7,351	39,996	1,320	41,014	70,405	1,60,086	1,38,061
	Grand Total for the Punjab	1,62,476	49,881	3,376	1,43,680	3,47,888	7,07,301	5,21,925

from Municipal Funds—concluded.

9	10	11	12	13	14	15	16	17
Actuals for Education.								
Gross expenditure during the school year other than that on school buildings.	Grants made by Government and paid through the Accountant-General.	Contributions made by District Funds.	Subscriptions and Endowments.	Fees actually realized.	Net amount expended during the school year.	Net amount expended during the previous year.	Net amount expended before localization, i.e., in 1885-86.	Remarks.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
17,450	4,144	383	...	8,235	4,688	4,070	6,049	
4,345	..	874	72	708	2,691	2,531	1,177	
21,795	4,144	1,257	72	8,943	7,379	6,601	7,226	
...	...	...	...	...	...	...	..	
5,325	..	1,950	290	530	2,555	1,803	1,994	
5,325	...	1,950	290	530	2,555	1,803	1,994	
5,010	180	432	...	1,248	3,150	3,112	1,975	
3,227	...	1,469	...	353	1,405	1,675	1,788	
8,237	180	1,901	...	1,601	4,555	4,787	3,763	
9,295	2,915	..	...	3,349	3,031	3,723	1,531	
3,552	...	1,419	240	139	1,754	2,152	1,200	
12,847	2,915	1,419	240	3,488	4,785	5,875	2,731	
...	...	...	...	...	...	...	...	
3,999	300	1,929	...	735	1,035	1,501	732	
3,999	300	1,929	...	735	1,035	1,501	732	
31,755	7,239	815	..	12,832	10,869	10,905	9,555	
20,448	300	7,641	602	2,465	9,440	9,662	6,891	
52,203	7,539	8,456	602	15,297	20,309	20,567	16,446	
3,69,600	1,47,899	10,022	1,808	1,10,669	99,202	84,608	82,945	
1,51,702	7,351	42,156	1,632	45,579	54,984	54,442	56,867	
5,21,302	1,55,250	52,178	3,440	1,56,248	1,54,186	1,39,050	1,39,812	

General Summary.

including expenditure on buildings, *ten* per cent. of the annual income from Municipal Funds, excluding grants from public sources and fees. From columns 7 and 8 it will be found that the total budget provision for all the Municipalities fell short of what might have been required by Rs. 1,85,376. From columns 6 and 14 it will be found that the actual net expenditure was Rs. 1,93,702 less than it might have been required to be. It was, however, Rs. 15,136 more than last year, and Rs. 14,374 more than was expended before localisation. The latter sum of itself is not a measure of the school expansion that has taken place, under the auspices of Municipal Boards, since 1886; for the fee income during that period has increased by over two lakhs per annum. But the fact that the present net expenditure is less than one-half of the ten per cent. minimum, leaves a useful margin for much further expansion in the future.

Obligations of Municipal Boards considered by Circles, &c.

27. The degree to which the Municipalities of the Province fulfil, on an average, their duty to education, in respect of the ten per cent. requirement, is a little more than 44 per cent. The principal Municipalities spend, on an average, about 35 per cent.; whilst the minor Municipalities spend 78 per cent. Making a comparison by Circles, the Jullundur Circle has again the highest general average with 63 per cent.; the Deraját Circle follows with 53 per cent.; the Ráwalpindi Circle, with 48 per cent.; the Lahore Circle, with 43; and then the Delhi Circle, with 34 per cent. The percentages for the Delhi and Lahore Circles are brought down by each of them having two of the largest Municipalities, which spend, in the former, an average of only 14 per cent., and in the latter 33 per cent. The contrast between the percentages of expenditure of the principal and minor Municipalities is everywhere marked. In the Delhi Circle, it is 23 : 85; in the Deraját Circle, it is 41 : 81; in the Ráwalpindi Circle, 41 : 74; in the Lahore Circle, 39 : 69; and in the Jullundur Circle, 54 : 77. The fact is, the minor and poorer Municipalities spend, as a rule, far more, comparatively, on education than do the rich and more capable bodies; and several, such as those of the Rohtak, Ludhiána, Mooltan, and Amritsar Districts, spend a good deal more than the minimum that might be required. Among the principal Municipalities, that of Siálkot, with a Board and two large Aided High Schools, spends the most liberally on education, with some 22 per cent. more than the minimum. Gujránwála comes next, with 99 per cent.; then Ludhiána, with 92; then Ferozepore, with 83; whilst the Ráwalpindi Municipality spends but 35 per cent., Gujrát, 28, and the Simla, Gurdáspur and Hoshiárpur Municipalities make a saving on their schools.

Educational movements outside the Departmnt.

28. Beyond the Department, increased activity was manifested during the year in favour of the extension of education by Native Societies and gentlemen interested in the cause.

"In the Delhi Circle, a High School was opened in the Umballa Cantonment under the auspices of the Local Arya Samáj; and the Boarding House at Rewárí, attached to the Municipal Board School for the use of boys of the Dhusar community, and provided by the Bhargav Sabha at a cost exceeding Rs. 12,000, was opened in January last.

"In the Jullundur Circle, an Anglo-Vernacular School, in which Sanskrit has a prominent place, was opened at Hoshiárpur by the Sanátan Dharm Sabha; a Girls' School was opened at Jullundur by the Arya Samáj; the principal residents of the

Jullundur City have subscribed Rs 8,400 towards the erection of a suitable building for the Municipal Board School, to which His Highness the Rája of Kapurthala has added the handsome donation of Rs. 5,000; and Sardár Bahádur Amín Chand of Bijwára, in the Hoshiárpur District, now proposes to erect a building for the Anglo-Vernacular Middle School maintained by him in his native town.

In the Lahore Circle, the Anjuman-i-Himáyat-i-Islám, at Lahore, have raised their High School to the status of a College, with the provision of a numerically sufficient staff of young native graduates, whose labours will be watched with interest; the movement in favour of the establishment of the Khálsa College advanced considerably during the year, the statutes regulating the constitution and management of the institution having been framed and adopted, a site for the College was chosen near Amritsar, land measuring about 100 acres was purchased, and the foundation-stone was laid, in the presence of an enthusiastic assembly, by the Hon'ble Sir James Lyall on the 5th of March last, being the last public function in which the late Lieutenant-Governor took part before leaving the Province. A movement was also set on foot by the Rájpúts of the Gurdáspur, Kángra, Hoshiárpur, and Siálkot Districts, with the object of also founding a special College for themselves; but the result of this endeavour is still doubtful.

In the Ráwalpindi Circle, the Gurmukhí School, founded by Bhái Búta Singh in the Ráwalpindi City, in 1888, was, in January last, changed into an Anglo-Vernacular Middle School, under the title of *Sreshi Niti Shála*, and with a funded capital said to amount to Rs. 20,000, a portion of which was bequeathed by the wife and sister of the founder, and the remainder, amounting to the munificent sum of Rs. 15,645, contributed by the liberality of Bhái Búta Singh himself. The chief object of the school is to combine secular with moral and religious instruction, and Gurmukhí and Sanskrit are, at certain stages, compulsory subjects of study. But the school is open to all classes; it is said to have an efficient staff; it has already a large attendance; and it bids fair to be a complete success. Another Anglo-Vernacular School was opened during the year in the Sadar Bazár of Pesháwar; and a Vernacular Primary School by the Anjuman-i-Islámiya at Abbottábád.

In the Deraját Circle, the Bhrátrí Sabha of Dera Isma'íl Khán added to its High School in October last a Middle Department, the whole institution being supported mainly by local subscriptions.

29. Besides these more public movements, schools are now very frequently opened by private persons, partly to meet the growing demand for education, and partly for the purpose of making a living. These schools form an important part of present educational enterprise; it is probably through these—Vernacular and Anglo-Vernacular—that the inner and the remoter parts of the population will be reached; and the helping hand of the Department is amply due to them. But caution and circumspection are necessary. As the Lahore Inspector (Mr. Lewis) says: "It is desirable that schools established under this influence should be well managed, and that the instruction given in them should be thorough; and this is too often not the case. Care is necessary in administering the grant-in-aid rules to provide

Venture Schools.

against the encouragement of inefficient schools, which do more harm than good, while giving a chance to other schools in which good management gives promise of improvement up to a fair standard of efficiency."

CHAPTER II.

CONTROLLING AGENCIES.

	Paras.		Paras.
Direction	30	District Inspectors	34
Inspectors of Schools	31	District Officers	35
Assistant Inspectors	32	Educational Conferences	36–39
Inspection work	33		

Direction.

30. I remained in the Directorship during the year, and was able to visit most of the main centres left over from the previous year. The purely office work of the Director, however, remains very heavy, and during the last cold weather several large measures had to be worked out, which kept me at head-quarters longer than I should otherwise have wished; but, with the present facilities for quick movement to almost any part of the Province, there is no reason why the large towns, at least, of every District should not be visited once every two years, and this, I presume, ought to suffice for consultative and directional purposes.

Inspectors of Schools.

31. With the exception of the Lahore Circle, the charge of which was made over by the late Dr. Stulpnagel to Mr. Lewis on the 6th November last, on the latter's return from furlough, and the Ráwalpindi Circle, in which Bábú Harí Singh officiated for seven weeks in July and August during the absence of Mr. Thompson on privilege leave, the officers in charge of the five Circles of Inspection remained as at the end of the previous year, and now stand as follows:—Mr. J. Harvey in the Delhi Circle; Lálá Piyáre Lál in the Jullundur Circle; Mr. T. C. Lewis in the Lahore Circle, with the charge also of the European Schools of the Province; Mr. D. W. Thompson in the Ráwalpindi Circle; and Maulaví Muhammad Yusaf 'Alí Khán in the Deraját Circle. During the year the Deraját Circle was enlarged by the addition of the Mooltan District; the salary of the officer in charge was raised, with a change of designation from *Assistant* to *Additional* Inspector; and the head-quarters were transferred from Dera Isma'íl Khán to Mooltan. A slight territorial change was also made in the Lahore and Ráwalpindi Circles, by transferring the Gujránwála District from the latter to the former. Miss F. A. Francis continued in the office of Inspectress of Schools throughout the year.

Assistant Inspectors.

32. Of the Assistant Inspectors of Schools, Lálá Nand Kishor, B.A., Bábú Harí Singh, and Lálá Jai Gopál Singh remained at work throughout the year. Lálá Ságar Chand, B.A., remained on furlough, with Lálá Ishar Dás (since deceased) officiating; Munshí Pír Bakhsh was on leave for seven months, with Lálá Sheo Lál, B.A., officiating; and Lálá Daya Rám was on leave on medical certificate at the end of the year, with Lálá Fath Chand, B.A., officiating. In consequence of the enlargement of the Deraját Circle, an extra appointment was added to the list of District Inspectors, and attached to that Circle, for the purpose of providing a Personal Assistant to the Additional Inspector. The duties of the Personal Assistant are those of an Assistant Inspector; and the present holder of the appointment is Munshí Muhammad Ashraf, B.A.

Controlling Agencies.

Inspection work.

33. The inspection of the schools was carried out, as usual, by the Inspectors and Assistant Inspectors in a thoroughly efficient manner; and, with but a few unimportant exceptions, all the schools were examined, both in manner and frequency, in strict accordance with the requirements of the Code. The Inspectress of Schools also discharged her duties in a highly satisfactory manner, visiting, as a rule, every Girls' School within easy reach of the railway. The travelling of the Inspectress, from having to move frequently over the same ground in accordance with the school-year of the various Districts, is very heavy; and I have just arranged, in consultation with Miss Francis, a revised Programme of Inspection which will, in a considerable degree, remedy this. The jurisdiction of the Inspectress extends to all the Municipal Schools for girls in the Province; and the fact that several such outlying schools cannot be reached by the Inspectress, and, being Parda Schools, cannot be examined by the Inspectors, is the chief imperfection of our present inspectional system. The work of the Assistant Inspectors, especially in the Delhi and Jullundur Circles, where there is but one such officer, has, owing to the rapid increase of Indigenous and Venture Schools claiming inspection, reached an almost over-strained pitch during the touring months; and the cheerfulness and patient industry, as well as ability, with which this work is done, whilst highly commended, without exception, by the Inspectors, deserve my very warm acknowledgments. The question of a second Assistant Inspector for each of the Delhi and Jullundur Circles, if the thorough efficiency of the inspection is to be maintained, will have to be considered almost immediately.

District Inspectors.

34. The work of the District Inspectors for the year is, on the whole, very favourably reported on. In most of the Districts, all the schools received at least two visits as required by the Code; and where this was not done, except in the Karnál and Muzaffargarh Districts, the reasons assigned appear sufficient. In several Districts, as stated last year, the number of schools has become so large, that it is now quite impossible for the District Inspectors to visit them twice a year, in addition to their tour with the Inspector; and, in this connection, it is to be regretted that the proposal to employ Assistant District Inspectors in the largest of these has not yet been finally sanctioned. During the year, several vacancies occurred in the District Inspecting staff, in the filling up of which great care was exercised, as this is the chief recruiting field for Assistant Inspectors; and it is expected that, within a very few years, every District Inspector will, in the strictest sense, be a picked man. Already, besides his inspecting and pioneering duties, he has to be entrusted, to some extent, with the determining of grants to Indigenous Schools.

District Officers.

35. Besides the ordinary departmental agency, the District Civil Officers are expected to use their influence for the promotion of education, and to visit the schools of their Districts, as occasion may offer; and this, I am glad to report, is done very heartily by many, to the great advantage of the cause of public instruction. Tahsíldárs and Náib-Tahsíldárs, in particular, are required to take an interest in the schools within their jurisdiction, to visit these, seeing to their outward wants, and to use their influence to popularise the schools, and the cause they represent. As a rule, the required visits are paid to the schools; but these are, in most cases, brief and perfunctory; and, in reviewing the District Reports, I have had frequently to suggest the stirring up of the Tahsíl authorities in this respect. It may be wrong, in an administrative sense, to call the Department of Public Instruction the People's Department;

but, as its object is the enlightening and uplifting of the people, there is a sense in which it may claim the active co-operation of every Civil Officer; and, in proportion as this is given, is the cause of education sure to prosper.

General Educational Conference.

36. The seventh annual meeting of the General Educational Conference was held at Lahore in the month of April last. The Conference met on the 20th April, and continued its sittings until the 23rd.

Matters considered.

37. The following matters were considered by the Conference :—

(1). The addition of the following foot-note to Article 19 of the Punjab Education Code :—"*A list of Public Schools is kept by the Department, and no schools are recognised as such until enrolled on that list*";

(2). The study of English in schools with a view to suggestions for its improvement;

(3). The abolition of the different grades of fees for Anglo-Vernacular Schools laid down in the Code;

(4). The fees to be levied in Lower Primary Branch Schools;

(5). The desirability of simplifying the Primary Standards of Examination, with special reference to the Optional Subjects;

(6). The substitution of the following for clause *(a)* of Article 196 :—"*Reading with facility and explaining a passage from* any of the Vernacular Text-Books used in the class in which the candidate is reading, *and of equal difficulty with the Vernacular Readers prescribed for the III Class, Lower Primary Department, in the Departmental Scheme of Studies*";

(7). The substitution of the following for clause (*a*) of Article 167 :—"*Reading with facility and explaining a passage from* any of the Vernacular Text-Books used in the class in which the candidate is reading, *and of equal difficulty with the Vernacular Readers prescribed for the V Class, Upper Primary Department, in the Departmental Scheme of Studies; and answering grammatical questions arising out of the passage*";

(8). The adapting of the Fifth Standard for Zamíndárí Schools in Article 203 to one or other of the ordinary school courses;

(9). How to treat, with reference to Attendance Grants, a Mahájaní Department attached to an Aided School;

(10). Revision of the scale of Teachers for Staff Grants in Middle Departments of Anglo-Vernacular Schools, and in Indigenous Schools;

(11). Limitation of the total grant to an Elementary Indigenous School, as in the case of ordinary schools in Article 85;

(12). How to treat Venture Schools claiming grants under the rules for Indigenous Schools;

(13). How to remedy the circumstance that, in the Entrance Examination, candidates, professing and passing in the same Classical Language, may pass or fail in the examination, according as they may have named that language compulsory or optional in their application;

(14). As a Classical Language or Persian is compulsory in the Entrance Examination, should not the same rule be extended to the Middle School Examination?

(15). A proposal to change the words 'Hindú or Sikh boys' in two places in Article 232 into 'Hindú, Sikh, or other boys';

(16). Modification of rates and the number of scholarships tenable in Girls' Schools;

(17). Schemes of Study for the Middle Departments of Girls' Schools;

(18). The reason of the decline in Public Schools of the study of Arabic and Sanskrit. Are remedial measures required?

(19). A decision of the Punjab Text-Book Committee that Agriculture should be made an optional subject in the Middle School Examination;

(20). The periods and kinds of approved service required in Article 156 for the changing or raising of Teachers' Certificates;

(21). Revision of Articles 193 and 178 regarding the issue and suspension, &c., of Teachers' Certificates;

(22). Should Graduates have the status of Certificated Teachers for the purpose of Staff Grants; and should the concession be extended to Board Schools?

(23). The knowledge of the Code required of candidates for Teachers' Certificates under Article 208;

(24). The rates of stipends for the Senior Anglo-Vernacular Class of the Central Training College;

(25). A revised and simplified Log-Book.

Government Resolution on the Proceedings of the General Conference.

38. His Honor, the Lieutenant-Governor, has expressed his concurrence with most of the conclusions arrived at by the Conference, though he was not, in every instance, able to accept their recommendations without modification; and a Resolution has been published in the Gazette setting forth those conclusions, and conveying the thanks of the Government to the Members of the Conference for the care and attention bestowed on the subjects submitted for their consideration.

Departmental Conference.

39. The Departmental Conference met for one day immediately after the General Conference. Several important matters were considered, the chief of which were—the extending, in special cases, of the period during which a Teacher's Certificate may remain *provisional;* a revised distribution of the Stipends tenable in Normal Schools; and a change in the time of holding the Teachers' Certificate Examinations, and in the session of the Training Institutions. The conclusions of the Conference were generally approved by Government, and have been embodied in a circular addressed to those concerned.

CHAPTER III.

UNIVERSITY EDUCATION.

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Convocation for conferring Degrees.

40. The eleventh Convocation of the Punjab University was held on the 7th November, when Degrees in the various Faculties were conferred on the candidates who had been successful in the Examinations held during the year. The Degree of Doctor of Oriental Learning was, at the same time, conferred on the Honorable Sir James B. Lyall, late Lieutenant-Governor. For the first time in the history of the University, candidates were admitted to the Degree of Bachelor in Medicine; and it may also be noted that, during the year, the power to confer Degrees in Law was conceded to the University.

Examination statistics.

41. The table on the following page compares the results of the Arts Examinations (above the Entrance), of the Oriental Language Examinations, and of the Professional Examinations in Law, Medicine, and Engineering, with those of the previous year, and shows, on the whole, a considerable increase in the numbers both of candidates and passes.

Calcutta University Examinations.

42. In the First Arts Examination of the Calcutta University last year, only 2 candidates appeared and both failed; whereas this year, of 9 candidates, as many as 8 passed—4 of these being students of the Bishop Cotton School at Simla. There were no candidates this year for the Calcutta B. A., and, practically, as remarked last year, the Calcutta University Examinations above the Entrance have ceased to be of much importance in the Province.

CHAPTER III.—UNIVERSITY EDUCATION.

UNIVERSITY EXAMINATIONS, 1891-92 AND 1890-91.

		Provincial Institutions.				Extra Provincial Institutions.				Private Students.				Total.			
		1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
Calcutta First Arts	Candidates	*8	2	6	...	...	...	...	...	1	..	1	..	9	2	7	...
	Passes ...	*7	...	7	...	...	...	...	..	1	...	1	...	8	...	8	...
Calcutta B. A. ...	Candidates	...	1	...	1	...	...	...	...	...	...	..	...	...	1	...	1
	Passes ...	...	...	...	..	...	...	...	...	...	...	..	...	...	...	...	.
Punjab Intermediate (Arts).	Candidates	†151	122	29	.	15	11	4	...	55	27	28	..	221	160	61	...
	Passes ..	118	73	43	.	14	6	8	...	39	12	27	..	169	91	78	..
Punjab Intermediate (Oriental).	Candidates	5	5	...	...	...	4	...	4	1	..	1	...	6	9	..	3
	Passes ...	5	3	2	.	...	3	...	3	1	.	1	..	6	6	...	...
Punjab B. A. ...	Candidates	81	45	36	.	3	2	1	...	30	13	17	...	114	60	54	..
	Passes ..	38	32	..	..	1	..	1	...	7	6	1	...	46	39	7	...
Punjab B. O. L. ...	Candidates	2	3	...	1	...	...	...	..	3	2	1	...	5	5	..	...
	Passes ...	1	2	...	1	...	...	...	...	3	2	1	..	4	4	..	...
Punjab M. A. ...	Candidates	5	2	3	...	...	..	...	...	1	1	...	...	6	3	3	..
	Passes ..	2	2	..	...	...	..	...	...		1	..	1	2	3	..	1
Punjab M. O. L. ...	Candidates	1	...	1	.	...	1	...	1	.	..	...	..	1	1	...	...
	Passes ...	1	...	1	..	...	...	...	...	..	..	...	...	1	...	1	...
Oriental Language Examinations.																	
Sanskrit Examination.	Candidates	27	28		1	62	66	...	4	20	6	14	.	109	100	9	..
	Passes .	14	17	...	3	19	36	...	17	7	2	5	.	40	55	...	15
Arabic Examination	Candidates	15	15	...	...	28	27	1	...	3	1	2	.	46	43	3	..
	Passes ...	15	14	1	.	20	11	9	..	3	..	3	.	38	25	13	..
Persian Examination	Candidates	13	11	2	.	55	63	...	48	11	11	.	.	79	85	..	6
	Passes ...	9	5	4	.	19	40	...	21	.	8	.	14	32	53	.	21
Gurmukhi Examination.	Candidates	6	4	2	.	7	7	...	...	.	.	1	..	14	11	3	..
	Passes ...	4	4	..	..	2	5	...	3	1	...	1	.	7	9	.	2
Professional.																	
Law (Preliminary Examination).	Candidates	25	13	12	...	...	...	...	...	...	...	...	..	25	13	12	...
	Passes ...	19	9	10	.	...	...	...	...	...	...	...	...	19	9	10	..
Law (First Examination).	Candidates	12	13	..	1	...	...	...	...	2	...	2	..	14	13	1	.
	Passes ...	4	6	.	2	...	...	...	...	1	.	1	..	5	6	.	1
Law (Final Examination).	Candidates	7	8	..	1	...	...	...	...	7	5	2	...	14	13	1	..
	Passes ...	3	5	.	2	...	...	...	...	1	2	..	1	4	7	..	3
Medicine (First Examination).	Candidates	‡35	§27	8		...	...	...	...	...	...	..	.	35	27	8	...
	Passes ...	‖23	18	5		...	..	...	...	...	...	...	...	23	18	5	...
Medicine (Second Examination).	Candidates	23	13	10	.	...	...	...	...	..	..	.	..	23	13	10	...
	Passes ...	10	5	5	.	...	...	...	...	..	..	...	...	10	5	5	...
Civil Engineering (First Examination).	Candidates	3	2	1		...	...	...	...	...	...	..	1	3	3	..	...
	Passes ...	2	...	2	.	.	...	...	...	...	...	..	...	2	...	2	...

* Includes 4 students from the Bishop Cotton School, Simla.
† Includes 2 candidates who appeared also in the Calcutta First Arts Examination.
‡ Includes 3 girls. § Includes 1 girl. ‖ Includes 1 girl.

Punjab University Examinations.

43. For the Intermediate Examination of the Punjab University, 221 candidates appeared on the Arts side, of whom 169 passed, or 76 per cent., against 91 out of 160, or about 57 per cent., in the previous year. On the Oriental side, 6 appeared, and all passed, against 6 out of 9. In the B. A. Examination, 46 passed out of 114 candidates, or a little over 40 per cent., against 39 out of 60, or 65 per cent., in the previous year. In the B. O. L. Examination, 4 out of 5, or 80 per cent., passed, being the same as last year. For the M A. Examination, 6 candidates appeared, and only 2 passed, against 3 out of 3 in the previous year. The single candidate in the M O. L. Examination passed this year. These returns may be regarded as, on the whole, satisfactory, and as evidence of decided progress in University education in the Province. The reduced percentages of marks required to pass the examinations were fully applied this year for the first time; and, whilst the Intermediate results might suggest the inference that the standards are now somewhat easy, the B. A. figures tend all the other way. The increased number of Private Candidates in the Intermediate and B A. Examinations is worthy of note, as, most likely, owing to the enhanced College fees; but the fact is not one for congratulation, as it means an addition to the number of *self-taught*, that is, generally speaking, *imperfectly taught* aspirants after University Degrees and Certificates.

Oriental Language Examinations.

44. In the Oriental Language Examinations, the number of candidates was much as in the previous year; but, except in Arabic, there was a considerable falling off in the number of passes. In Sanskrit, 109 candidates altogether appeared, and 40 passed, or less than 37 per cent., against 55 per cent. last year. In Arabic, out of 46 candidates in all the examinations, 38 passed, or nearly 83 per cent., against 58 per cent. in the previous year. In Persian, only 32 out of 79 passed, or about 40 per cent., against 62 per cent. last year. In Gurmukhí, 7 out of 14 passed. In these examinations, it will be observed, the majority of the candidates were from institutions outside the Province. In order to gain the Titles attached to these examinations, it has hitherto been necessary, in each case, to have passed in addition the Entrance or a higher Examination in Arts; but during the year the Senate passed a resolution making a knowledge of English up to the Middle School Standard alternative with the Entrance or higher Examination, and reducing the standard of general knowledge required for all but the highest Titles from the Entrance to the Middle School Examination. The purpose of introducing the English alternative was professedly to improve the methods of teaching the Oriental Languages, and so to encourage the more enlightened study of these; but I cannot refrain from remarking that the change has dangers which are likely to operate in an entirely different way, by turning many of the present purely Oriental scholars into something less than ordinary Anglo-Vernacular students.

Law Examinations.

45. The Law Examinations show a marked increase in the number of candidates, although with fewer passes in the higher examinations. In the Preliminary Examination, out of 25 candidates 19 passed, or 76 per cent., against 9 out of 13 last year. In the First Examination in Law, only 5 out of 14, or 35 per cent., passed, against 6 out of 13 in the previous year; and in the Final Examination, only 4 out of 14, or 28 per cent., passed, against 7 out of 13 In the last examination, it is noticeable that one-half of the candidates were private students, who gained but one pass, or about 14 per cent., against 43 per cent. from the Law School.

University Education.

The increased number of candidates in the Preliminary Examination is a hopeful sign in connection with the recently revised regulations leading up to Degrees in Law.

Medical Examinations

46. In the Medical Examinations there is an increase both in candidates and passes compared with the previous year. For the First Examination for Licentiate in Medicine, 23 out of 35, or 65 per cent., passed, against 18 out of 27 in the previous year. For the Second Examination, 10 out of 23, or 43 per cent., passed, against 5 out of 13, or 38 per cent. Of those who passed the Junior Examination, one was a woman Two others satisfied the conditions for the First M. B. Examination. Of those who passed the Senior Examination, none appear to be eligible for the M. B. Degree, against 3 last year.

Engineering Examinations

47. For the First Examination in Civil Engineering, 3 candidates presented themselves, and 2 passed. In last year's report reference was made to the inadequacy of the means for instructing in engineering subjects up to the University standards; and His Honor, the Lieutenant-Governor, directed that the matter should be considered. At present, the only means of giving this instruction is a class for Surveying and Drawing, taught by the Mayo-Patiála Reader of the Punjab University on Rs. 50 per mensem, and attached to the Mayo School of Art. The matter was referred to the University; but beyond an expression on the part of the Syndicate that the University is not financially in a position to provide for more efficient instruction in engineering subjects, nothing has been done. A Sub-Committee of the Syndicate, nominated to revise the Rules relating to the endowed Readerships of the University, went somewhat further, and suggested that, in the circumstances, the attempt to prepare candidates for the Engineering Examinations should be discontinued, and that the Principal of the School of Art should be authorised to employ the Mayo-Patiála Reader in any other way he might deem expedient, in accordance with the objects of the endowment, and subject to the sanction of the Senate; and, probably, this is the best that could be done until the University shall be further endowed, or can set free a greater provision for this object.

Arts Colleges

48. The number of Provincial Arts Colleges remains as last year, namely 6,—the Government College, the American Mission College, and the Daya Nand Anglo-Vedic College, in Lahore; the Cambridge Mission St. Stephen's College, in Delhi; the Municipal Board College, in Amritsar; and the Scotch Mission College, in Siálkot. Since the close of the official year, the Anjuman-i-Himáyat-i-Islám of Lahore has opened College classes in connection with their flourishing School; and there are other more or less solid movements in this direction. Only three of the above Colleges—the Government and Mission Colleges, Lahore, and the St. Stephen's College, Delhi—teach up to the Degree standards.

Number of students.

49. The following table, showing an increase since last year of 73, gives the number and distribution of the students in all the Colleges at the close of the year:—

		1891-92	1890-91.	Increase	Decrease.
Intermediate Classes	First year	153	137	16	...
	Second year	155	128	27	..
B. A. Classes . .	Third year	58	75	...	17
	Fourth year	85	44	41	...
M. A Classes ...	... ...	11	5	6	...
	Total	462	389	73	...

The increase in the First Year Class is the same as last year, and shows, I consider, not only that we have got well over the first effects of the high fees now levied, but that those fees are compatible with sufficient progress in University education in the Province. The fall in the attendance on the Third Year Class is striking; but it is sufficiently accounted for by the circumstance, explained in last report, which made the class of the previous year abnormally large. The increase of M A. students is satisfactory; but the stability of the numbers, at this stage, is, as yet, uncertain.

Expenditure on Arts Colleges.

50. The statement below gives the expenditure on the six Arts Colleges during the year :—

From	1891-92	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	47,349	48,412	...	1,063
District Funds	350	225	125	...
Municipal Funds	5.409	5,399	10	...
Fees	25.052	21,387	3.665	...
Subscriptions	11,982	13,538	...	1,556
Endowments and other Sources	13,844	13,900	...	56
Total	1,03.986	1,02,861	1.125	...

The total expenditure is a slight increase on that of the previous year, the rise in fees, however, more than covering this, and accounting for the decreases in the last column from Provincial Revenues, Subscriptions, and Endowments.

Scholarships.

51. The expenditure on Scholarships, and the number of these of different kinds which were current during the year, will be seen from the following table :—

	From	1891-92	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	*10,266	† 8,998	1,268	...
	District Funds	30	...	30	...
	Municipal Funds	1.168	1,478	...	310
	University Funds	3,150	3,862	...	712
	Other Sources	560	981	...	421
	Total	15.174	15,319	...	145
Number of holders of	Government and University Open Scholarships .	† 69	64	5	...
	Jubilee Scholarships	† 23	26	...	3
	Zamíndárí Scholarships	5	1	4	...
	Other Scholarships	19	24	...	5
	Total	116	115	1	...

* Includes Rs. 968 on account of scholarships held in the M. A. O. College, 'Aligarh
† Do. 4 and 7 scholarship-holders, respectively, in the M. A. O. College, 'Aligarh

University Education.

The increased expenditure from Provincial Revenues is accounted for by the greater number of ordinary Government and Zamíndárí Scholarships current. The *Other Scholarships* are mainly Close Scholarships and Endowments, paid from Municipal Funds and Other Sources, which will explain the decreased expenditure against those heads. With a total of 116 scholarships awarded among 462 students, or an average of one to every four, it cannot very reasonably be said that University education in the Province is not duly encouraged; but it is, I think, to be regretted, that the University expenditure in this behalf is not more stable than it has been during the last three years.

Examination results for the Provincial Arts Colleges.

52. The following table gives the results of the Calcutta and Punjab University Examinations, so far as concerns the six Provincial Arts Colleges:—

		1891-92.	1890-91.	Increase.	Decrease.
F. A., Calcutta	Candidates	*8	2	6	...
	Passes	*7	..	7	...
Intermediate, Punjab	Candidates	151	122	29	...
	Passes	116	73	43	...
B. A., Calcutta	Candidates	...	1	...	1
	Passes	...	...	...	...
B. A., Punjab	Candidates	81	44	37	...
	Passes	38	31	7	...
M. A., Punjab	Candidates	5	2	3	...
	Passes	2	2	...	...

* Includes 4 students from the Bishop Cotton School, Simla.

As already explained, 4 of the successful candidates in the First Arts Examination of the Calcutta University were European students from the Bishop Cotton School, Simla; and of the remaining 3, two belonged to the Government College, and one, also a European, to the Mission College, Lahore. In the Punjab University Examinations the percentages of passes were—Intermediate 77, B. A., 47, M. A., 40, against 60, 70, and 100, respectively, in the previous year. The less favourable results in the two higher examinations, notwithstanding the reduced percentages required to pass, are not easily accounted for; and the authorities of the Colleges concerned attribute them to various causes.

53. The statement below gives the results in each subject for the various examinations :—

Results in each subject.

				English.	Arabic.	Sanskrit.	Persian.	Mathematics, A. Course.	Mathematics, B. Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1891-92	...	151	14	33	107	151	...	105	5	...	39
		1890-91	...	122	16	26	93	122	...	117	9	...	40
		Increase	..	29	...	7	14	29	...	...	...	...	...
		Decrease	...	...	2	...	...	...	...	12	4	...	1
	Passes	1891-92	...	143	12	21	94	140	...	92	5	...	35
		1890-91	...	113	12	13	72	103	...	94	7	...	23
		Increase	...	30	...	8	22	37	...	...	...	...	12
		Decrease	...	...	...	...	...	...	...	2	2	...	...
B. A. Examination.	Candidates	1891-92	...	81	6	9	40	30	*3	37	18	2	10
		1890 91	...	44	7	10	31	19	3	25	11	...	5
		Increase	...	37	...	...	9	11	...	12	7	2	5
		Decrease	...	...	1	1	...	...	...	...	...	...	...
	Passes	1891 92	...	53	5	5	31	15	2	27	17	2	9
		1890-91	...	38	7	6	31	14	2	22	11	...	4
		Increase	...	15	...	...	...	1	...	5	6	2	5
		Decrease	...	...	2	1	...	...	...	...	...	...	...
M. A. Examination.	Candidates	1891-92	...	...	...	...	...	...	..	4	...	...	1
		1890-91	...	1	...	...	...	1	...	...	...	...	...
		Increase	...	...	...	...	...	..	...	4	...	...	1
		Decrease	...	1	...	...	...	1	...	...	...	..	...
	Passes	1891-92	...	...	...	...	...	...	...	1	...	...	1
		1890-91	...	1	...	...	...	1	...	...	...	...	...
		Increase	...	...	...	...	...	...	...	1	...	...	1
		Decrease	...	1	...	...	...	1	..	...	...	...	...

* 1 absent.

In the Intermediate Examination, the general average of passes over all the subjects is 85 per cent.; and no subject, except Sanskrit, has less than this percentage. The best results are in History, English, Mathematics, and Physical Science, with 100, 94, 92, and 90 per cent., respectively. The return for English of 94 per cent. of passes, at a time when loud complaints are being made of very inferior attainments in the language, is somewhat remarkable. Only 64 per cent. passed in Sanskrit, as against 87 and 85 per cent. in Persian and Arabic; and there is a very general impression that an unsuitable standard was applied. It is not the case, however, as has been asserted, that the number of candidates taking up Sanskrit has of late declined. In the option given at this standard between Philosophy, Physical Science, and History, the last subject has been all but abandoned. In the B. A. Examination, the general average of passes is 72 per cent., the best subjects being History, Physical Science, Arabic, Persian, and Philosophy, with 94, 91, 83, 77, and 73 per cent., respectively.

University Education.

The lowest result was in the A. Course of Mathematics, with 50 per cent. Sanskrit in this examination had 55 per cent. of passes. Of the M. A. candidates, one appeared in Physical Science, and passed in the 2nd class, and 4 in Philosophy, of whom only one passed in the 3rd class.

LAHORE GOVERNMENT COLLEGE.

Lahore Government College. Staff.

54. The report on the Lahore Government College for the year is given as Appendix A. Mr. E. S. Robertson continued in charge of the College till the 23rd of June, when he was obliged to take leave on medical certificate to Europe. Mr. W. Bell, the Senior Professor, then acted as Principal up to the 6th November, when, on the return of Mr. Lewis from furlough, and the exchange of appointments between him and Dr. Stulpnagel, the latter assumed the permanent charge of the College, which he held till the end of the year. At the end of his leave, on account of broken health, Mr. Robertson resigned his appointment, to the regret of the Department, and the disappointment of the College. Bábú Sasibhushan Mukarjí, M.A., B.L., was appointed Professor in place of Mr. Robertson, and Lálá Umráo Singh, M.A., Assistant Professor, in place of Bábú Sasibhushan Mukarjí. These changes, as pointed out by the Principal, necessitated numerous alterations in the time-table of work, and in the teachers of classes and subjects; but the whole staff exerted themselves to meet the situation,—in some instances most self-denyingly, and well deserve the commendation of Government. The sudden death of Dr. Stulpnagel, a few days after the end of the official year, in the midst of his labours, and in the full vigour of life, is an event which not the College only and the Education Department, but the whole educated community of the Province, will long continue to deplore. Mr. Bell has been appointed Principal in place of Dr. Stulpnagel, and Lálá Ságar Chand, B.A., officiates for Mr. Bell, pending the arrival of a permanent successor from England.

Statistics.

55. The number of students on the roll rose during the year from 113 to 139. There was a slight fall last year, which, as much smaller than that of a number of successive years previously, seemed, at the time, to indicate the turning point in the numerical decline of the College. This inference is supported by the figures now returned; and I have been informed from Lahore that a further rise has taken place in the new term just begun. As was to be expected, the accession was mainly of extra recruits to the First Year Class, the rise in the Fourth Year Class being counterbalanced by a fall in the Third Year to about its proper strength. This College being the only one in the Province which teaches up to the M. A. standard naturally gets the whole increase of M. A. students. Besides the ordinary students, there were 3 casual students on the roll at the end of the year. The expenditure for the year was Rs. 48,871, or about the same as last year; whilst the fees rose from Rs. 9,397 to Rs. 10,522, and now equal more than one-fifth of the total expenditure on the College. The number of scholarships held by the College has declined from 52 to 35, which, as remarked by the Principal, might be taken to imply 'that a diminishing share of the best material' is finding its way to this Institution. The fall in this respect, however, has been so rapid, that I would hesitate to accept it as likely to be permanent.

Results of examination.

56. The results of the various examinations are given below, in contrast with those of the previous year, which, in the

Intermediate Examination, it may be said, do not support the notion of any deterioration in the material:—

Examinations.		1892.	1891.
Intermediate	Candidates	23	17
	Passes	20	12
B. A.	Candidates	49	26
	Passes	22	19
M. A.	Candidates	5	2
	Passes	2	2

In all the examinations, the number of candidates was greater than last year, and in the B. A., it was greater than ever before. In the Intermediate Examination, the percentage of passes was 87, which is highly satisfactory. It is also to be noted that 6 of the 10 First Division places were gained by students of this College, three of these heading the list. In the B. A. Examination, only 45 per cent. passed, against 73 per cent. last year, with none in the First Division. The class was weak, the Principal says, and a good result was not expected. Both the M. A. passes, or 40 per cent. of the candidates, were from this College. It is also satisfactory that, out of the 12 medals, scholarships, and special prizes awarded annually by the University, 8 were won by students of this College.

Moral and Physical Training.

57. The conduct of the students during the year is said to have been satisfactory; and the efforts to influence their character were not relaxed. The College Debating Club was well attended; the Library and Reading Room were frequented as usual; evening lectures of a useful character were delivered to the students in the winter months; and cricket was played with vigour throughout the cold season. The new Boarding House was occupied in October, and had 78 students in residence at the end of the year. There was some delay in completing the arrangements for the residence of the Principal, or one of the Professors, in proximity to the Boarding House, as well as for the much needed Gymnasium; but these wants will now be supplied almost immediately. In laying out the College grounds, it is expected that there will be lawn enough for cricket, foot-ball, &c., which will leave almost nothing further to be desired for the institution.

ST. STEPHEN'S COLLEGE, DELHI.

St. Stephen's College, Delhi.

58. The report on St. Stephen's College, Delhi, with which I have been favoured by the Principal, is given as Appendix B.

Statistics.

59. The number of students on the roll at the end of the year was 52, against 44 last year, the average daily attendance for the year having been 49. The Principal attributes the rather slow rise of College numbers in Delhi to the high rates of fees, which, he remarks, "deter many, even in the well-to-do classes, from continuing their studies." The expenditure for the year was Rs. 17,425, of which about three-eighths were contributed from public funds, and a little over one-sixth from fees. The number of scholarship-holders remains 8, as last year, or a little less than the proper share for the number of students.

University Education.

Examination results.

60. For the Intermediate Examination, 20 candidates appeared, and 10 passed, or 50 per cent., against a general average of 76 per cent. The failures were mostly in Sanskrit, 7 candidates out of 8 who took this subject having failed, notwithstanding, as Mr. Allnutt states, that four of these were far above the usual average in that subject. The results in the other subjects were highly satisfactory; and the Principal complains—with much reason, I consider,—of the mode adopted in examining in this subject as compared with Arabic, and of the standard employed. The matter was considered by the Board of Studies of the Oriental Faculty; and a suggestion was made on the ground that "the standard of marking adopted by one Examiner was too high;" but the Syndicate declined to move in the matter.* The Principal naturally recurs to the question of Moderators, and insists on the necessity of their appointment, or of extending the powers of the Boards of Studies, if the present dissatisfaction is to be removed. In the B. A. Examination, 3 out of 6 passed, which is above the general average of 40 per cent. Sanskrit was again the worst subject.

Moral and Physical Training.

61. The conduct of the students continued to be excellent; and the same means as formerly of giving a higher bent to their character continued to be employed; by constant contact with them; by lectures and addresses; by the Conversation Class, the Reading Class, and Library; and by the encouragement of games and athletics. The restricting of leave to students on account of marriages, &c., which the Principal refers to, cannot but have an important bearing on their moral growth.

General remarks.

62. The College removed into the new building during the year, at the ceremony of opening which His Honor, the Lieutenant-Governor, was present. The new Boarding House, which is on a convenient and healthy site, was also opened; and the students are now comfortably provided for in this way, under efficient and healthful supervision. The Principal notices with satisfaction the founding of two prizes during the year,—one by a grateful parent, and another by an old student of the College, and contrasts their liberality with the indifference of the *rais* of Delhi in matters of this sort.

THE MISSION COLLEGE, LAHORE.

Lahore Mission College.

63. The report on the Lahore Mission College, with which the Principal has kindly furnished me, is printed as Appendix C.

Statistics.

64. The number of students rose during the year from 134 to 153, the increase being in the B. A. classes. The recruitment from the Schools to the First Year Class continues high, which is hopeful for the continued prosperity of the College. The expenditure for the year was Rs. 22,212, or a little over that of the previous year. The fees rose to Rs. 7,853, being now more than one-third of the total expenditure. The number of scholarship-holders rose from 42 to 48, which is more than the average proportion according to the number of students, and an evidence of successful work.

Examination results.

65. For the Intermediate Examination, 44 candidates appeared, and 37 passed, or 84 per cent., which is a good deal above the general average. The 2 candidates in the Calcutta F. A. Examination (with one pass) are not included in the number of Intermediate candidates. The results by subjects are highly satisfactory, Sanskrit being the lowest. Four of the successful candidates were placed in the First Division, the Aitchison-Rám Rattan Scholarship for proficiency in Sanskrit being won by one of these. In the B. A. Examination, out of 26 candidates, 13 passed, or 50 per cent., one of the successful candidates heading the list,

* The Syndicate has since acted on the recommendation of the Board of Studies, with the result that a supplementary list of passes for both the Intermediate and Entrance Examinations has been issued, and incorporated in the returns of this report.

and standing alone in the First Division. Two or three of the failures are said to have been among the best prepared men of the class. Out of 4 candidates in Sanskrit, only one passed; and the Principal expresses the opinion that some adjustment in the standards of the Classical Languages is required.

Moral and Physical Training.

66. The conduct of the students was uniformly good; and much continued to be done for their moral culture. Special lectures were delivered out of College hours, having a moral and religious bearing; the Students' Debating and Literary Societies continued to be successful; and more use was made of the College Library. In the way of athletics, cricket, foot-ball, and tennis seem to have been more actively played than heretofore. The large numbers make the Boarding House accommodation a little cramped; but, with the continuance of an extra hired house not far from the College, the provision in this respect is adequate and comfortable.

THE THREE MINOR COLLEGES.

The Minor Colleges.

67. The report of the Inspector of Schools, Lahore Circle, on the Daya Nand Anglo-Vedic College, at Lahore, and the Municipal Board College at Amritsar, is printed as Appendix D., and that of the Inspector, Ráwalpindi Circle, on the Scotch Mission College at Siálkot, as Appendix E. These Colleges, at present, teach up to the Intermediate standard only.

Daya Nand Anglo-Vedic College.

68. In the Daya Nand Anglo-Vedic College, the number of students rose during the year from 61 to 89, which is satisfactory. The expenditure rose by Rs. 730 to Rs. 3,736, and the fees by Rs. 620 to Rs. 2,109, and now exceed one-half of the expenditure. Four scholarships were current during the year. In the Intermediate Examination, out of 48 candidates, 39 passed, or over 81 per cent., against 52 per cent. last year. The Boarding House attached to the College has 36 students in residence. A large new College building is in course of erection, which will supply what is, at present, a great want. This Institution is a most interesting, as well as a most welcome, example of self-help and honorable private enterprise on the part of its public-spirited supporters.

Amritsar Municipal Board College.

69. In the Municipal Board College, Amritsar, there were 23 students on the roll at the end of the year, or 2 more than last year. The expenditure for the year was Rs. 5,053, of which Rs. 1,144 were raised in fees. Eight scholarships were held during the year, which is more than the average proportion for the number of students; but some of them were irregular, and will not be continued. Of 10 candidates in the Intermediate Examination, 6 passed, against 3 out of 8 last year. As most of the students belong to Amritsar, only one is resident in the Boarding House. The College students seem to lose some of their enthusiasm for athletics on leaving the school classes, which is much to be regretted.

Scotch Mission College, Siálkot.

70. The Scotch Mission College, Siálkot, which promised so well last year, has a less satisfactory record this one. The number on the roll fell from 16 to 6, the decline being attributed to the high fees. The total expenditure was Rs. 6,660, mostly met from Mission Funds. Two scholarships were current at the end of the year. In the Intermediate Examination, 4 out of 6 candidates passed, against 7 out of 10 last year. It is to be hoped that the numbers have been made up in the recent recruitment.

THE ORIENTAL COLLEGE, LAHORE.

Oriental College.

71. The report of the Principal on the Oriental College, Lahore, together with the remarks thereon of the Managing Committee, is printed as Appendix F. Some of the statistical tables and details are omitted.

Number of students.

72. At the close of the year, the College Department contained 72 students, against 79 in the previous year, distributed

as follows:—On the General side, reading for the Intermediate and Degree Examinations, 16, against 19 last year; on the Oriental Language side, reading for Oriental Titles, 56, against 60. In the School Department, there were 56 on the rolls, compared with 49 in the previous year, of whom 14 were reading for the Entrance Examination, Oriental Faculty, and 42 for the junior grade Oriental Language Examinations. The total number in both the College and the School Department is the same as last year, namely 128, of whom 94 receive regular instruction in English. In addition to the above, the staff of this College instructs the students of the Government College in their Oriental Classical Languages, in which connection the mistake seems to have been made of returning all M. A. students in Oriental Languages—there being no other subject of instruction for them, as belonging to the Oriental College. Eighty-two per cent. of the College students are in receipt of scholarships, but only 28 per cent. in the School. The distribution according to creed remains much as last year, namely, 67 Muhammadans, 44 Hindús, and 17 Sikhs.

Expenditure and fees.

73. The total expenditure for the year amounted to Rs. 32,172, or about the same as last year. The fees collected amounted to only Rs. 514-4, the School contribution being but Rs. 47-4. With the all but general introduction of English, it might be safe, as well as expedient, to raise the fees a little.

Examination results.

74. *In the College Department* on the General side, 5 went up for the Intermediate Examination and *all* passed; 2 for the B. O. L. Examination, of whom one passed; and one for the M. O L. Examination in Arabic, who passed. On the Oriental Language side, 6 appeared in the two higher examinations in Sanskrit, of whom 5, or 83 per cent., passed; 10 appeared in Arabic, and 6 in Persian, all of whom passed; and 4 in the High Proficiency Examination in Gurmukhí, of whom 3, or 75 per cent., passed. *In the School Department*, on the General side, 6 appeared in the Entrance Examination, Oriental Faculty,—5 in Urdú and 1 in Hindí, and 2, or 33 per cent., passed, which guarantees but a small recruitment to the General side of the College. On the Oriental Language side, 5 out of 8, or 62 per cent., passed the Proficiency Examination in Sanskrit; 3 out of 3, the same Examination in Arabic; 3 out of 5, or 60 per cent., in Persian; and one candidate passed by the same standard in Gurmukhí. For the Government College students, the results in Oriental Languages in the Arts Examinations were satisfactory, the averages being, in Sanskrit, 70, in Arabic 83, and in Persian 78, per cent.

Progress and prospects.

75. There can be no doubt that this Institution is now thoroughly well managed; and the examination results for the year must be pronounced as very satisfactory. The out-look, however, for the General, or Degree, side of the College continues unpromising; and I regard the very general introduction of English with a good deal of suspicion.

THE MEDICAL COLLEGE, LAHORE.

Medical College.

76. The report of the Principal of the Medical College, Lahore, is printed as Appendix G; and the following remarks, in review of the report, have been forwarded to me by the Inspector-General of Civil Hospitals:—

Number of students.

"The number of students of all classes attending the College and School in the year under review was 322. The numbers in the four previous years were as follows:—1887-88, *195*; 1888-89, *254*; 1889-90, *300*; and 1890-91, *297*.

Increase.

"The increase has been most marked in the students attending the College in the ~~Anglo-Vernacular~~ Surgeon Class, and it has not been confined to the one year, as is shown by the following figures for the past five years:—1887-88, *61*; 1888-89, *85*; 1889-90, *106*; 1890-91, *124*; and 1891-92, *144*. Thus, within four years, the class has increased from 61 to 144, and the teaching has continued to be as efficient without any material

increase in the teaching staff—a fact which is, I think, highly creditable to the Principal and Professors.

Free students

"Another point worthy of notice is that the increase has been almost entirely in the free students. In 1887-88 there were 18 free male students, or a percentage of 29·5 of the whole class. In 1888-89 there were 32 free male students, or a percentage of 37·6 of the whole class. In 1889-90 there were 52 free male students, or a percentage of 49·0 of the whole class. In 1890-91 there were 69 free male students, or a percentage of 55·6 of the whole class. In 1891-92 there were 79 free male students, or a percentage of 55·0 of the whole class. These figures indicate that Licentiates in Medicine and Surgery find yearly more openings for following their profession outside Government service.

Female students.

"There were only 6 female students in the College Class, 4 of them being Punjab Government Scholarship-holders, one of the North-Western Provinces Government, and one a free student. The demand for this class of female practitioners is increasing, and it cannot, at present, be met. The career is an honorable and fairly lucrative one, and I think it is as well to mention that six scholarships are available to females who have passed the Entrance or higher Examination in Arts in any Indian University.

Hospital Assistant Class.

"There were in the Hospital Assistant Class attending the Medical School 178 pupils. There was only an increase of 5 on the previous year; but the number in this class almost entirely depends on the requirements of the different Governments. Seventeen students were entertained at the request of the Chief Commissioner of Burma for service in that Administration; but the number of Military students diminished by 12.

"The number of free students has always been small among the Hospital Assistant Class, and in the year 1891-92 there were only 29, or 16·2 per cent. of the class. The career is not sufficiently attractive for men with any money, and it appears to me that the only means by which the class can be enlarged and the Provincial service fully recruited is by increasing the number of stipends.

"There were 10 female students in the class, eight of whom were in receipt of stipends. There are altogether 21 stipends available averaging Rs. 10 per mensem, but candidates are not forthcoming. Female Hospital Assistants would find no difficulty in obtaining employment.

Expenditure.

"A clear and full explanation is given by the Principal in his report on the expenditure in both institutions. There has been a decrease in expenditure of Rs. 2,010 on the whole. The average cost for each student was Rs. 258, as compared with Rs. 275 and Rs. 286 in 1889-90 and 1890-91, respectively.

Examination results.

"Nineteen candidates presented themselves for the examination in April last for the L. M. S. diploma of the University. Of these, 8, or 42 per cent., passed. In the previous year the percentage of pases was 38. Ten of the candidates were examined for the first time, and of these, 6, or 60 per cent, passed. All the remaining 9 candidates had failed at the previous examination. One of them has attended the College for eleven years, another for eight, and a third failed on two previous occasions. Three such chronic students materially affect the percentages in such a small number.

"Most of the failures, *viz.*, 8, occurred in Midwifery. This is easily accounted for by the absence of cases for practical instruction. Attendance on a few cases acts as a revelation to the student, and the theory of the art as taught in lectures and learnt in books becomes clearer, and is more easily grasped. The College authorities cannot be held responsible for these failures, as they are unable to remedy the defect in the teaching. A knowledge of Midwifery to the ordinary Licentiate of Medicine and Surgery is a useless acquirement, as he is rarely called upon to practise it; and I think that the question of lowering the pass marks for it is one worthy of consideration. A special license in Midwifery might be given to those students desirous of qualifying for it.

"Fifty-three candidates were examined in the Hospital Assistant Class, and 39, or 73·6 per cent., passed. In the previous year the percentage was 59.

Conduct of the students.

"The Principal reports that the conduct of the students has been satisfactory, with the exception of those comprising a section of the students in the School, called the Burma Class, four of whom were expelled for insubordination."

SECONDARY SCHOOLS FOR NATIVE BOYS—NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			Anglo-Vernacular.									Number of				
			Government and Board Schools.	Aided Schools.	Unaided Schools.	Total.	Vernacular Board Schools.	Vernacular Aided Schools.	Total Anglo-Vernacular and Vernacular School.	Number learning English.	Number of agriculturists.	Open Scholarships.	Jubilee Scholarships.	Zamindári Scholarships.	Other Close Scholarships.	Total.
Number of High Schools.	1891-92	...	22	19	8	49	...	1	50	...	...	...	...	...	...	...
	1890-91	..	19	19	4	42	...	1	43	...	...	...	...	...	...	...
	Increase	...	3	...	4	7	...	...	7	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Number of Middle Schools.	1891-92	...	49	16	11	76	122	1	199	...	...	...	...	...	...	...
	1890-91	...	52	16	12	80	125	...	205	...	...	...	...	...	...	...
	Increase	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...
	Decrease	...	3	...	1	4	3	...	6	...	...	..	...	...	...	...
Total Number of Secondary Schools.	1891-92	...	71	35	19	125	122	2	249	...	...	...	...	...	...	...
	1890-91	...	71	35	16	122	125	1	248	...	...	...	...	...	...	..
	Increase	...	...	...	3	3	...	1	1	...	...	...	...	...	...	...
	Decrease	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...
Number of Scholars. — *High Stage*	1891-92	...	906	751	281	1,938	...	56	1,994	1,980	288	309	55	18	28	410
	1890-91	...	745	660	175	1,580	...	49	1,629	1,614	201	306	61	11	65	443
	Increase	...	161	91	106	358	...	7	365	366	87	3	...	7	...	...
	Decrease	...	...	...	...	...	...	..	..	...	..	...	6	...	37	33
Middle Stage	1891-92	...	4,363	2,116	827	7,306	4,056	45	11,407	7,306	2,720	633	130	23	593	1,379
	1890-91	...	4,044	2,198	590	6,832	3,923	...	10,755	6,832	2,371	584	143	6	568	1,301
	Increase	...	319	..	237	474	133	45	652	474	349	49	...	17	25	78
	Decrease	...	...	82	...	...	...	..	...	...	...	...	13	...	...	...
Total Secondary Stage.	1891-92	...	5,269	2,867	1,108	9,244	4,056	101	13,401	9,286	3,008	942	185	41	621	1,789
	1890-91	...	4,789	2,858	765	8,412	3,923	49	12,384	8,446	2,572	890	204	17	633	1,744
	Increase	...	480	9	343	832	133	52	1,017	840	436	52	...	24	...	45
	Decrease	...	..	...	...	...	...	...	...	...	...	...	19	...	12	...
Upper Primary Stage	1891-92	...	5,185	2,337	662	8,187	3,030	51	11,268	9,293	2,401	13	8	10	32	63
	1890-91	...	4,962	2,190	626	7,778	3,102	...	10,880	7,778	2,378	13	9	2	49	73
	Increase	...	226	147	36	409	...	51	388	1,515	23	...	...	8	...	...
	Decrease	...	...	...	...	..	72	...	...	...	...	...	1	...	17	10
Lower Primary Stage.	1891-92	...	6,970	4,046	1,218	12,234	10,628	159	23,221	827	6,201	...	...	...	...	...
	1890-91	...	6,324	3,328	929	10,581	10,149	...	20,730	625	5,004	...	...	...	2	2
	Increase	...	646	718	289	1,653	679	159	2,491	202	1,197	...	...	...	...	...
	Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2
Total Primary Stage.	1891-92	...	12,155	6,383	1,880	20,421	13,658	210	34,489	10,120	8,602	13	8	10	32	63
	1890-91	...	11,286	5,518	1,555	18,359	13,251	...	31,610	8,403	7,382	13	9	2	51	75
	Increase	...	872	865	325	2,062	607	210	2,879	1,717	1,220	...	...	8	...	...
	Decrease	...	...	..	...	...	...	...	...	...	...	...	1	...	19	12
Grand Total	1891-92	...	17,427	9,250	2,988	28,665	17,914	311	47,890	19,406	11,610	955	193	51	653	1,852
	1890-91	...	16,075	8,376	2,320	26,771	17,174	49	43,994	16,849	9,954	903	213	19	684	1,819
	Increase	...	1,352	874	668	2,894	740	262	3,896	2,557	1,656	52	...	32	...	33
	Decrease	...	...	...	...	...	...	...	...	...	...	...	20	...	31	...

CHAPTER IV.

SCHOOL EDUCATION—GENERAL (NATIVE BOYS.)

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SECTION A.—SECONDARY EDUCATION.

Statistics.

77. The table on the opposite page compares the statistics of Secondary Schools for Native Boys for the last two years.

Number of schools.

78. The number of Secondary Schools rose by 1 during the year, and now stands at 249. Of this total, 125 are Anglo-Vernacular, and 124 Vernacular Schools, against 122 and 126, respectively, in the previous year. The number of High Schools is now 50, against 43 last year, only 1—the School attached to the Oriental College, Lahore,—being a Vernacular School. Corresponding with the increased number of High Schools, the Middle Schools have decreased from 205 to 199, the difference of 1 to the good going to show that the single new school under this head was a Middle School. Of the Middle Schools, 76 are Anglo-Vernacular, and 123 Vernacular.

Number of scholars.

79. Whilst the rise in the number of schools is but nominal, there is an increase from 43,994 to 47,890, or about 9 per cent., in the scholars. The increase extends over all the stages of instruction. In the High Departments there are now 1994 scholars, and in the Middle, 11,407; or altogether 13,401 in the Secondary stage of instruction, against 12,384 last year. The remainder, or 34,489, belong to the Primary stage, or an increase on last year of 2879 scholars. It is worthy of notice that about 47 per cent. of the total increase was in the Aided and Unaided Schools, and about 42 per cent. in agriculturist pupils.

Secondary Schools. Expenditure.

80. The following statement gives the expenditure on Secondary Schools for Native Boys for the last two years :—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other Sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ANGLO-VERNACULAR SCHOOLS.							
Government and Board Schools.	1891-92 ...	6,981	24,701	1,58,948	1,39,767	9,399	3,39,796
	1890-91 ...	5,955	26,696	1,60,525	1,27,420	8,965	3,29,561
	Increase ...	1,026	...	...	12,347	434	10,235
	Decrease ...	...	1,995	1,577	...	...	...
Aided Schools ...	1891-92 ...	59,993	808	12,570	86,345	55,109	2,14,825
	1890-91 ...	59,175	873	10,390	95,458	56,847	2,22,743
	Increase ...	818	...	2,180	..	...	...
	Decrease ...	...	65	...	9,113	1,738	7,918
Unaided Schools ...	1891-92 ...	...	...	...	16,068	23,551	39,619
	1890-91 ...	...	...	...	11,989	25,723	37,712
	Increase ...	...	...	...	4,079	..	1,907
	Decrease ..	...	...	...	...	2,172	...
Total Anglo-Vernacular Schools.	1891-92 ...	66,974	25,509	1,71,518	2,42,180	88,059	5,94,240
	1890-91 ...	65,130	27,569	1,70,915	2,34,867	91,535	5,90,016
	Increase ...	1,844	...	603	7,313	...	4,224
	Decrease ...	...	2,060	...	...	3,476	...
VERNACULAR SCHOOLS.							
Board Schools ...	1891-92 ...	...	69,490	17,454	30,754	646	1,18,344
	1890-91 ...	...	66,272	17,317	29,376	547	1,13,512
	Increase ...	...	3,218	137	1,378	99	4,832
	Decrease ...	...	...	...	...	...	...
Aided Schools ...	1891-92 ...	2,121	216	247	85	2,362	5,031
	1890-91 ...	1,617	64	211	34	2,989	4,915
	Increase ...	504	152	36	51	...	116
	Decrease ...	...	...	...	...	627	...
Grand Total Anglo-Vernacular and Vernacular Schools.	1891-92 ...	69,095	95,215	1,89,219	2,73,019	91,067	7,17,615
	1890-91 ...	66,747	93,905	1,88,443	2,64,277	95,071	7,08,443
	Increase ...	2,348	1,310	776	8,742	..	9,172
	Decrease ...	...	...	...	...	4,004	..
Scholarships ...	1891-92 ...	4,297	41,812	10,804	...	3,764	60,677
	1890-91 ...	3,261	40,960	10,191	...	3,692	58,104
	Increase ...	1,036	852	613	...	72	2,573
	Decrease ...	...	..	...	...	..	...

There is a total increase of Rs. 9,172, or about 1·2 per cent., making the whole cost on these schools Rs. 7,17,615, to which Provincial Revenues contribute less than one-tenth, Municipal Funds about one-fourth, District Funds more than one-seventh, 'Other Sources' nearly one-eighth, and Fees about three-eighths. The greater part of the increase for the year is covered by a rise

Secondary Schools.

in the Fees. The increase from Provincial Revenues was chiefly due to enhanced expenditure on the Lahore Central Model School; that from District Funds was on account of improved salaries, and the more general employment of Gymnastic Instructors; and that from Municipal Funds entirely on new and enhanced grants. In Anglo-Vernacular Government and Board Schools, the expenditure from Local Funds tends to go down as the fees rise; and the same cause even more certainly diminishes the return from 'Other Sources' in Aided and Unaided Schools. According to the figures above given, the average annual cost, per scholar, in Secondary Schools, is now about Rs. 15, a little more than one-half of which is contributed from fees and private sources. The cost, per head, in Anglo-Vernacular Schools is about Rs. 20; whilst, in Vernacular Schools, it is just one-third of that rate.

Fees.

81. As already stated, the Fee receipts for the year rose considerably, and now stand at Rs. 2,73,019, or about 38 per cent. of the total expenditure. The rise extends to all but the Aided Schools, which show a decrease of as much as Rs. 9,113. This, however, is merely nominal, being due to the fact that only one-half the amount paid by the students of the Aitchison College, Lahore, has this year been returned as tuition fees, instead of the whole as formerly, the remainder being considered as more properly due to cost of residence. This accounts for a decrease of Rs. 12,799; so that, correctly speaking, as compared with last year, Aided Schools should have been shown with an increase in fees of Rs. 3,686; and the total rise should have been Rs. 21,541 instead of only Rs. 8,742. The Anglo-Vernacular Schools, it may be observed, contribute about eight-ninths of the fees.

Scholarships

82. The number of scholarships current at the end of the year was 1852, against 1819 last year, which gives an average of about one scholarship to every 24 scholars. In High Departments, 410 scholarships were current, or an average of about one to every 5 scholars reading at that stage; in Middle Departments, 1379 were current, or a little under one to every 8 scholars; and in Upper Primary Departments only 63 were current. The number of Open Scholarships has a fixed maximum, as well as the High School Jubilee and Zamíndárí Scholarships; but the other scholarships depend on the will of Local Boards, subject, in the case of Close Scholarships, to the approval of Government. Of the fixed scholarships, 1028 out of a maximum of 1207, were current, leaving upwards of 800 provided by Local Boards on their own motion. It may be noticed that, whilst the number of Zamíndárí Scholarships, for the benefit of the children of agriculturists has risen, that on Jubilee Scholarships for Muhammadans has slightly fallen. There is also a fall in the number of Close Scholarships, mostly in the High Departments. The expenditure on scholarships for the year rose by Rs. 2,573 to Rs. 60,677, more than five-sixths of which were met from Local Funds. The debit to Provincial Revenues is on account of the High School Jubilee and Zamíndárí Scholarships already referred to. The expenditure from 'Other Sources' is chiefly on account of local endowments, including the Turnbull Scholarships for Ját boys in the Delhi Division. The scholarships are probably now quite numerous enough; but the principle of their award is strictly on the ground of merit.

Examination results.

83. The following table compares the results of the Entrance and Middle School Examinations for the last two years:—

Secondary Schools.

		Entrance Examination.			Middle School Examination.				
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed *	Percentage of passes on number of candidates.	Number who took up English only.	Number passed in English only
Anglo-Vernacular Examination.									
Government and Board Schools.	1891-92 ..	417	180	67 1	1,288	866	67·2	102	95
	1890-91 ...	325	154	47 4	1,166	841	72 1	17	85
	Increase ..	92	126	19 7	122	25	.	15	10
	Decrease ..	.	...	...	...	...	4·9	...	...
Aided Schools ...	1891 92 ...	376	190	50 5	725	409	56 4	92	80
	1890-91 ...	314	109	34 7	722	452	62 6	85	81
	Increase ...	62	81	15 8	3	...	..	7	..
	Decrease ...	...	..		.	43	6 2	...	1
Unaided Schools ...	1891-92 ...	129	70	54 3	262	111	42 4	23	19
	1890-91 ...	98	31	31·6	160	100	62 5	11	9
	Increase ..	31	39	22 6	102	11	..	12	10
	Decrease ...	...	...	..	...	...	20·1	...	...
Total Anglo-Vernacular Examination.	1891-92 ...	922	540	58 5	2,275	1,386	60 9	217	194
	1890-91 ...	737	294	39 9	2,048	1,393	68 0	183	175
	Increase .	185	246	18 6	227	.	..	34	19
	Decrease ...	...	..	.	.	7	7·1		..
Vernacular Examination.									
Government and Board Schools ...	1891-92	3	2	66 6	1,275	1,061	83·2		..
	1890-91	4	1	25 0	1,123	772	68·7	...	..
	Increase .	.	1	41 6	152	289	14 5	..	...
	Decrease	1	.	...	...	..	...	...	..
Aided Schools ...	1891-92 ...	6	2	33 3	25	21	84·0	...	...
	1890-91	8	4	50 0	5	2	40 0		..
	Increase .	...	.	.	20	19	44 0	..	..
	Decrease ..	2	2	16·7	..	...	.	...	.
Unaided Schools ..	1891-92 .	...	...	...	3	3	100·0		...
	1890-91 ...	1	...	.	15	14	93 3	...	..
	Increase	...	..	..	...	.	6 7	...	...
	Decrease ...	1	...	...	12	11	...	...	..
Total Vernacular Examination.	1891-92 .	9	4	44·4	1,303	1,085	83 3	...	..
	1890-91 ...	13	5	38 5	1,143	788	68 9	...	...
	Increase ..	...	...	5 9	160	297	14 4	...	...
	Decrease ...	4	1	...	...	...	...	...	.
Grand Total Anglo-Vernacular and Vernacular Examinations.	1891-92 ...	931	544	58 4	3,578	2,471	69 1	217	194
	1890-91 ...	750	299	39 9	3,191	2,181	68 4	183	175
	Increase ...	181	245	18 5	387	290	·7	34	19
	Decrease ..		..	..	...	...	...	...	

* Exclusive of those who took up English only.

Entrance Examination.

84. In the last Entrance Examination, 544 out of 931 candidates, or 58 per cent., passed, against 299 out of 750, or about 40 per cent. in the previous year. The rise is satisfactory; but the fluctuation is probably more owing to a difference in the test applied than to any greater preparedness on the part of the candidates; and, in the interests of the schools, arrangements are much required by which, from year to year, greater uniformity both in questioning and in valuing the replies may be secured. Of the successful candidates, 540 belong to the Anglo-Vernacular Schools, and only 4 to the Vernacular; but, as explained last year, the latter have all but ceased to exist. Comparing the different classes of schools, Government and Board Schools passed 67 per cent., Unaided Schools, 54 per cent., and Aided Schools 50 per cent. of their candidates. The relative position of the Circles, according to the average of passes in this examination, is Delhi, first, with 66 per cent.; Deraját, second, with 65; Ráwalpindi, third, with 58; Lahore, fourth, with 52; and Jullundur, fifth, with 47. It may be noted, however, that the number

of candidates from the Lahore Circle was nearly equal to that of all the other Circles put together. According to the number of passes, the order of the Circles would be—Lahore, Ráwalpindi, Dělhi, Jullundur, and Deraját.

Most successful Schools

85. The schools with the highest percentage of passes in the Entrance Examination were the Jullundur Municipal Board School, with 93 per cent., the Scotch Mission School, Siálkot, with 92 per cent., the Mooltan Municipal Board School, with 91 per cent., and the Municipal Board School, Bhera, with 90 per cent.,—all excellent results, and highly creditable to the schools. The altogether best result was that of the Mooltan Municipal Board School, which, with 91 per cent. of successes as above recorded, had six places in the First Division, and amongst these, the 1st, 2nd, 6th, 7th, and 9th places. The Municipal Board School, Rewárí, the Dera Isma'íl Khán Board School, the Anglo-Arabic School, Delhi, the Umballa City Mission School, and the Gujránwála Mission School also took high places, with 85, 84, 75, 74, and 72 per cent., respectively, of successes; and the Central Model School, at Lahore, and the Municipal Board Schools at Delhi, Gurdáspur, Jhang, Amritsar, and Ludhiána, with from 70 to 60 per cent. of passes, are also deserving of mention. The Aitchison College, though the number competing was comparatively small, must be held to have distinguished itself, with 6 out of 7 successes, or 85 per cent.

Middle School Examination.

86. The number of candidates in the Middle School Examination, not including 217 who appeared in English only, rose from 3191 to 3578, of whom 2275 were on the Anglo-Vernacular side, and 1303 on the Vernacular. The total number of passes was 2471, or an average of 69 per cent., against 68 per cent. in the previous year. The average of successes on the Vernacular side was much higher than that on the Anglo-Vernacular. On the latter side, the relative order of the different classes of these schools is—Government and Board Schools, with 67 per cent, Aided Schools, with 56 per cent., and Unaided Schools, with 42 per cent. The number of Vernacular Middle Schools, other than Government and Board Schools, is so small as to render a comparison of this nature of no importance. The order of the Circles, according to the percentages of success in this examination, is—Deraját, with 79 per cent., Ráwalpindi, with 72, Jullundur, with 68, Delhi, with 59, and Lahore, with 58; but the number of candidates from the Deraját Circle was comparatively small; and the larger Circles are now weighted with a number of not long established inferior schools, which spoil their average. According to the number of passes, the order would be as above after the Lahore and Deraját Circles had changed places.

Schools specially mentioned.

87. The particular results in the Middle School Examination were generally very good; but a number of schools achieved unusual success. On the Anglo-Vernacular side, the following schools, both on account of the number and the high percentage of passes, deserve special notice:—Gujránwála Mission (65 out of 85), Ráwalpindi Mission (51 out of 75), Gurdáspur Municipal Board (50 out of 55), Mooltan Municipal Board (41 out of 57), Jhang Municipal Board (39 out of 47), Delhi Municipal Board (33 out of 36), Jullundur Municipal Board (30 out of 33), Dera Ghází Khán Municipal Board (30 out of 36), Ludhiána Municipal Board (28 out of 32), Hoshiárpur Municipal Board (27 out of 38), and Gujránwála Municipal Board (25 out of 37). The following smaller schools deserve also to be mentioned for their high percentages:—Núrpur Municipal Board (100 per cent.), Dera Isma'íl Khán Mission (94 per cent.), Umballa City Mission (93 per

Secondary Schools.

cent.), Edwardesabad Municipal Board (87 per cent.), Pasrúr and Hazro Municipal Boards (85 per cent.), Ferozepore Municipal Board (84 per cent.), Sháhpur Municipal Board (82 per cent.), and Dera Isma'íl Khán, Siálkot, and Ságri Municipal Boards (80 per cent.). The following small schools passed all their candidates:—the Chakwál, Srígovindpur, Sirsa, Pathánkot, and Kamália Municipal Board Schools, the Batála City Mission School, and the Victor School, Jullundur Cantonment. On the Vernacular side, the Hariána, Moga, Gujarwál, Sarái Sidhú, and Bangah Schools passed the highest number of candidates, with high percentages; and the Nakodar School, with 17 passes, the Murinda, Tansa, Kunjáh, and Sharaqpur Schools, with 16 each, and the Garhshankar, Mahalpur, and Khusháb Schools, with 15 each, and an average of over 90 per cent. of passes, deserve also to be mentioned. Six of the schools in the Ludhiána District, five in the Umballa and Hissár Districts, four in the Siálkot District, and three in the Kángra, Bannú, and Dera Ghází Khán Districts, passed all their candidates. The boy who gained the highest marks in the Province belonged to the Nadáun School in the Kángra District, which school has already been included in those who passed all their candidates.

Calcutta Entrance Examination.

88. Several schools continue to send up candidates to the Entrance Examination of the Calcutta University; and the following statement gives the returns for the past year:—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Government and Board Schools	1891-92 ...	44	12	27·3
	1890-91 ...	44	14	31·8
	Increase ..	...	...	...
	Decrease ...	...	2	4·5
Aided Schools	1891-92 ...	70	13	18·6
	1890-91 ...	65	15	23·1
	Increase ...	5	...	..
	Decrease ...	...	2	4·5
Unaided Schools	1891-92 ...	26	6	23·1
	1890-91 ...	22	9	40·9
	Increase ...	4	...	...
	Decrease ...	...	3	17·8
Total ...	1891-92 ...	140	31	22·1
	1890-91 ...	131	38	29·0
	Increase ...	9	...	...
	Decrease ...	...	7	6·9

There were altogether 140 candidates, of whom only 31 passed, or 22 per cent., against 38 out of 131, or 29 per cent., in the previous year. The result is not at all satisfactory; and it is a warning that the Calcutta standard should not be attempted without specially directed preparation. The Aided Schools, which contributed the greatest number of candidates, fared the worst, with only 18 per cent. of passes. This examination, as explained last year, does not enter into our departmental system; and those who appear in it do so at their own option, and on their own responsibility, wishing merely to have a double chance of success. But the practice is not a good one, as tending to slacken undivided effort; and I am somewhat surprised to find it this year rather on the increase. The Calcutta University, it may be observed, requires a certificate in favour of every candidate before he is admitted to the Entrance Examination," that, judging

from the exercises he has sent up, and the test examination to which he has submitted, there is a reasonable probability of his passing;" and Head Masters of Punjab Schools may be fully able to make this declaration. But it may be doubted whether an average of 22 per cent. of passes will convince the University that much care was exercised as to the spirit of the regulation; and, according to a recent ruling of the Syndicate, disqualification from sending candidates, which would not add to the educational repute of the Province, may be the result.

Boarding Houses.

89. It is a standing regulation that, as far as possible, a Boarding House should be attached to every Secondary School; and, during the past year, a good deal was done in this connection. With a very few exceptions, all the Anglo-Vernacular Schools are now supplied, more or less satisfactorily, with Boarding Houses; and, in almost every District, steps are being taken to satisfy the requirement in regard to Vernacular Schools. The most backward Circle in this respect is that of Delhi, especially in the Delhi, Rohtak, and Karnál Districts; and the Lahore Inspector instances cases where the arrangements are not yet as they should be. But, on the whole, the reports speak hopefully of what is being done. The accommodation provided is often in hired buildings, which are not always suitable; but the number of specially built houses increases yearly. The standing orders on the subject also require that every Boarding House should be supplied with certain articles of simple furniture, and with the necessary servants; and, generally, this regulation for the convenience and comfort of the inmates is complied with. In some Districts, however,—notably in Ferozepore and Kángra,—this is not so; the boarders have to make their own arrangements; and organization suffers. The supervision of the Boarding-houses, under the requirements of the Education Code, is said to be gradually improving; the conduct of the boarders during the past year seems to have been, generally, very satisfactory; and evidence is borne to a steady advance in the growth of good-fellowship among them. With regard to the provision of Boarding Houses, the Inspector of Schools, Jullundur Circle, makes the following remarks:—"Municipal Committees, as a rule, grudge the expenditure on Boarding Houses from their own funds. They assert, and with reason, I think, that this portion of the expenditure on their schools should be defrayed from District Funds, the institutions being intended chiefly for the convenience of students who come from villages." It is true that the burden of this provision falls almost exclusively on Municipalities; and there is, perhaps, no reason why District Funds, where necessary, should not be requisitioned to help in this way; but the maintenance of a good Boarding House, in connection with any school, should, properly speaking, not be deemed a hardship, but a duty to the Central School itself, as well as to the surrounding community. In contrast with hesitancy like that recorded above is the occasional liberality of private gentlemen in supplying Boarding Houses to the schools in which they are interested at their own charges.

Advance of English compared with Vernacular education.

90. It will be seen from the table at the beginning of this Chapter that the number of boys learning English in the Secondary Schools of the Province increased during the year by 2557, the rise being in all the stages of instruction. It will also be seen that the increase of scholars in Vernacular Schools is less than one-third of the rise in Anglo-Vernacular Schools. From these two facts, there can be no doubt that the desire of the people is mainly for an English education.

Secondary Schools

This does not mean that the advantages of a plain elementary education in the Vernacular are being less appreciated, or that there is likely to be a decline in the demand for this kind of instruction, but merely that the forward movement is mostly towards English. And this is not to be wondered at. Parents in the remotest parts now see the high market value of an English education; and they would sooner have that for their children than anything of less worth. As Mr. Harvey remarks, "even in the small Vernacular Schools, the zamíndár would much rather have his son learn English than the Vernacular alone, if he could afford it; or, as he himself expresses it, he would rather have one hundred rupees in silver than in copper, if he had it at all." The merely educative value of a Vernacular education weighs but lightly against the remunerative worth of English. And this state of the case results in a very general desire to have more English Schools, which is restrained, so far as Board Schools are concerned, by the Code Regulation requiring that now such schools should be on the grant-in-aid system, involving contributions from the public. Yet several Board Vernacular Middle Schools were changed into Anglo-Vernacular Schools during the year; and two other schools were made over by a District Board to a Mission Body with the object of getting English taught in them. It is chiefly, however, by the opening of what are called Venture Schools, that this increasing demand will be supplied, which will not be an unalloyed benefit to English education, as the multiplication of these barely equipped schools introduces a lower level of efficiency, and an inferior outcome. It may be further noted under this head, that the Board Anglo-Vernacular Schools at Karnál and Jhelum were raised during the year to the High grade, thus reducing by two the number of Districts in the Province without a complete educational equipment.

The teaching of English

91. The question of how to improve the teaching of English in the schools has long occupied the attention of the Department. My own impression is, that of late years,—partly because of the larger classes, but mainly because of the growth of an impure Anglo-Indian English dialect among both teachers and scholars,—the practical English of our schools has deteriorated. Whether this be the case or not, the fact remains that, even in the senior College Classes, the power to write and speak correct English is not what it should be; and regarding what it is in the schools, and the need of improvement, Mr. Lewis, Inspector of the Lahore Circle, writes:—"This is the first occasion in which I have held charge of a Circle during the cold weather inspection, and I am obliged to place on record my disappointment with the knowledge and practical use of English throughout the schools. It is absolutely necessary that measures should be taken to improve the teaching of English, and to require a higher standard of attainment than that which is now sufficient for success in the examinations conducted by the University. The great demand for English creates an opportunity which it would be a blunder and a palpable wrong to neglect. We can supply the demand, but we must raise our price; we must have better work, and higher attainments—this is the price we should insist on, and that for purely educational purposes, to make the work of our schools far more thorough and mentally more profitable to the scholars than it now is in the study of this language, whose acquisition is so much sought after." The matter was laid before the last Educational Conference, and carefully and fully considered; and I am in hopes that some of the measures proposed, and which have received the sanction of Government, will do much good. These consist chiefly in adding to the time given to the study of English; in beginning English conver-

sation at an early stage; in making English the medium of instruction in certain subjects in the Middle School Classes; in emphasizing translation into English; in substituting explanation in English and paraphrasing in the higher classes for translation; in improving the text-books; in the preparation of a manual of hints on the teaching of English; and in directing the attention of all concerned to existing defects, and the need of remedies. But the whole case will depend mostly on the capacity of the teachers. If they are deficient in pronunciation or idiomatic accuracy, they will naturally not be able to make their pupils otherwise.

SECTION B.—PRIMARY SCHOOLS

92. The following table gives the statistics of Primary Schools for Native Boys for the past two years:— Statistics.

		Number of Schools.	Number of Scholars.			Number of Agriculturists.
			Upper Primary Stage.	Lower Primary Stage.	Total.	
Government and Board Schools	1891-92 ...	1,663	12,498	72,483	84,981	48,621
	1890-91 ...	1,646	11,997	66,621	78,618	44,344
	Increase	17	501	5,862	6,363	4,277
	Decrease...	...	...	...	...	...
Aided Schools	1891-92 ...	53	322	2,835	3,157	563
	1890-91 ...	67	356	3,588	3,944	548
	Increase	...	...	...	...	15
	Decrease...	14	34	753	787	...
Unaided Schools	1891-92 ...	15	167	595	762	115
	1890-91 ...	10	127	453	580	32
	Increase	5	40	142	182	83
	Decrease...	...	...	...	...	...
Total	1891-92 ...	1,731	12,987	75,913	88,900	49,299
	1890-91 ...	1,723	12,480	70,662	83,142	44,924
	Increase	8	507	5,251	5,758	4,375
	Decrease...	...	...	...	...	...
Number of scholars in Primary Schools and Primary Departments of Secondary Schools.	1891-92 ...	...	24,255	99,134	123,389	57,907
	1890-91 ...	...	23,360	91,392	114,752	52,306
	Increase	...	895	7,742	8,637	5,601
	Decrease ..	...	...	...	...	...
Zamíndári Schools included in the above	1891-92 ...	202	...	6,902	6,902	5,004
	1890-91 ...	212	...	6,920	6,920	4,812
	Increase	...	...	...	...	192
	Decrease...	10	...	18	18	...

Primary Schools.

Number of Schools and Scholars.

93. The number of schools rose by a total of 8, and the number of scholars by 575, or a little over 7 per cent., giving now 1731 schools, and 88,900 scholars. The gain in the number of schools is due to the addition of 17 new Government and Board and 5 new Unaided Schools, and the subtraction of 14 fewer Aided Schools. But the fall in the Aided Schools is mainly nominal, being largely due to amalgamation and grouping. The gain in the number of scholars, which more than makes up for the fall recorded last year, was chiefly in the Delhi, Rawalpindi, and Jullundur Circles. In the Lahore Circle there was a slight decline, owing, it is thought, to migration to recently started Private Schools. It will be observed that nearly four-fifths of the additional scholars are agriculturists, which is highly satisfactory, and attributable, in large measure, to the efforts of Mr. Gladstone in the Umballa District, who has made the elementary education of this class a special object of his attention. If the attendance on the Primary Departments of Secondary Schools be added to the above figures, it will be found that the whole number of scholars at the Primary stage of instruction is 123,389; and if the number attending the Elementary Indigenous Schools, that are regularly inspected and examined for grants (see Chapter VIII), be also taken into account, we shall get a total of 146,996 boys receiving a useful elementary education under the influence of the Department, or as many as 16,798 more than last year.

Expenditure.

94. The statement below gives the expenditure on this class of school for the last two years:—

		Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other Sources.	Total.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Government and Board Schools	1891-92	4431	2,79,616	35,057	39,900	1,459	3,60,493
	1890-91	4,499	2,70,896	35,004	39,273	1,954	3,51,626
	Increase	...	8,750	53	627	...	8,867
	Decrease	68	...	...	...	495	...
Aided Schools	1891-92	4,519	529	965	5,187	10,281	21,481
	1890-91	4,695	143	1,085	6,005	12,157	24,085
	Increase	...	386	...	...	...	...
	Decrease	176	...	120	818	1,876	2,604
Unaided Schools	1891-92	...	...	...	980	2,565	3,545
	1890-91	...	..	...	1,592	1,402	2,994
	Increase	...	...	...	...	1,163	551
	Decrease	...	...	...	612	...	...
Total	1891-92	8,950	2,80,175	36,022	46,067	14,305	3,85,519
	1890-91	191	2,71,039	36,089	46,870	15,513	3,78,705
	Increase	...	9,136	...	...	...	6,814
	Decrease	241	...	67	803	1,208	...
Scholarships	1891-92	...	222	12	...	855	1,089
	1890-91	...	305	65	...	...	370
	Increase	...	...	...	...	855	719
	Decrease	...	83	53	...	...	...

The total expenditure, it will be observed, now stands at Rs. 3,85,519, or Rs 6,814 more than last year, being an increase of something less than 2 per cent. The rise in the total is exclusively from District Funds, due chiefly to the increased number of schools. The rise in the case of the Unaided Schools is also due to the same cause; whilst the fall in the Aided Schools is chiefly owing to the grouping with Secondary Schools already referred to. Of the total expenditure, 72·6 per cent. is met from District Funds; 9·3 per cent. from Municipal Funds; 2·3 per cent. from Provincial Revenues; and the remainder, or something short of 16 per cent., from Fees and Other Sources. The expenditure from Provincial Revenues is about equally divided between the Model and Branch Schools, and grants to Aided Schools; the Municipal expenditure is mainly on the Branches of the larger Municipal Board Secondary Schools; and the expenditure from District Funds is all but entirely on Village Schools. The average annual cost, per scholar, in these Primary Schools is now about Rs. 4-6-0, against Rs. 4-9-0 last year, about five-sixths of which is still met from Public Funds.

Fees.

95. There is a fall for the year in the income from Fees of Rs. 803, which was scarcely to be expected. The decline extends to all the Circles except Ráwalpindi, and is greatest in the Lahore and Deraját Circles. It is also, it will be observed, confined in the total to the Aided and Unaided Schools, due, in the former case, to decreased numbers, and in the latter, to more general remissions on account of competition with Private Schools. As the rise in the scholars was, as already noted, mostly of agriculturists, who are exempt from the payment of fees in Government and Board Schools, a large gain in fees, according to that increase, was not to be expected. The rates of fees for Primary Schools are low; more than one-half of the scholars, being agriculturists, are exempt; and the fee receipts amount to only 12 per cent. of the total expenditure, as compared with 38 per cent. in Secondary Schools. Special rates are still allowed in backward Districts; but, as a rule, the full rates of the Code are in force.

Scholarships.

96. In Boys' Schools, scholarships are not awarded in encouragement of Primary instruction, except in special circumstances; and yet a considerable rise is recorded for the year on this account. The rise was entirely from Other Sources; and is explained by the Inspector of the Lahore Circle to have been "on scholarships held in one of the Branches of the Gujránwála Mission High School by low-caste scholars who are converts to Christianity." The expenditure in this behalf from District and Municipal Funds has decreased. That from District Funds was mainly to boys in the Kullú Valley, where special encouragement is considered necessary, and to Mínás boys in the Gurgáon District. That from Municipal Funds was the last relic of awards of this nature irregularly made. It may be expected that scholarships, at this stage, from Public Funds, will soon altogether disappear.

Examination results.

97. The following table gives the results of the Upper and Lower Primary Examinations for both the Primary Schools proper, and the Primary Departments of Secondary Schools:—

		Number of candidates.*	Number passed.*	Percentage of passes on number of candidates.	Number of candidates who took up English only.	Number passed in English only.
Upper Primary Examination.						
Government and Board Schools	1891-92	8,499	6,337	74·6	742	630
	1890-91	8,117	5,920	72·9	690	602
	Increase	382	417	1·7	52	28
	Decrease	...	...	...	...	...
Aided Schools	1891-92	1,005	718	71·4	338	260
	1890-91	917	693	75·6	223	199
	Increase	88	25	...	115	61
	Decrease	...	...	4·2	...	...
Unaided Schools	1891-92	104	51	49·0	38	24
	1890-91	134	74	55·2	34	26
	Increase	...	...	...	4	...
	Decrease	30	23	6·2	...	2
Total	1891-92	9,608	7,106	74·0	1,118	914
	1890-91	9,168	6,687	72·9	947	827
	Increase	440	419	1·1	171	87
	Decrease	...	...	...	...	...
Lower Primary Examination.						
Government and Board Schools	1891-92	14,312	10,819	75·6	...	...
	1890-91	13,728	10,572	77 0	...	
	Increase	584	247	...	...	...
	Decrease	...	...	1·4	...	...
Aided Schools	1891-92	1,366	994	72·8	...	...
	1890-91	1,243	892	71·8	...	...
	Increase	123	102	1·0	...	...
	Decrease	...	...	...	...	...
Unaided Schools	1891-92	129	68	52·7		...
	1890-91	136	81	59·6	...	...
	Increase	...	...	...	...	...
	Decrease	7	13	6·9	...	...
Total	1891-92	15,807	11,881	75·2	...	...
	1890-91	15,107	11,545	76·4	...	...
	Increase	700	336	..	...	...
	Decrease	...	...	1·2	..	...

* Exclusive of those who took up English only.

In the Upper Primary Examination in all the subjects, 7106 out of 9608 passed, or 74 per cent., against 6687 out of 9168, or nearly 73 per cent., in the previous year. There was thus an advance in all respects. In addition to the above, 914 out of 1118 passed the Upper Primary Examination in English only, or 81 per cent., against 86 last year. The results were highest for the Government and Board Schools; very favourable, at 71 per cent., for the Aided Schools, but inferior for the Unaided Schools. In the Lower Primary Examination, the numbers were only slightly higher than last year, the percentage of passes being 75 instead of 76. The relative position of the different classes of schools is the same as for the higher examination. The most favourable results for both examinations were in the Jullundur and Deraját Circles; but, considering the number of examiners, there is a remarkably small difference in the percentages for all the Circles, the range being between the extremes of 68 and 80.

Primary Schools.
Zamíndárí Schools.

98. The statistics for Zamíndárí Schools are included in those of the ordinary Primary Schools already considered; but a special return for these schools is given in the table at the beginning of this section, below the general totals. From this return, it will be seen that the number of Zamíndárí Schools fell during the year from 212 to 202, or by 10 schools—5 in the Lahore Circle, 3 in the Jullundur, and 2 in the Delhi Circle. There is, however, only a small decrease of 18 in the attendance on these schools, and that of non-agriculturist scholars, the number of agriculturists having risen by 192. In all the Circles, except Lahore, there was a slight increase of scholars, especially in the Ráwalpindi Circle, which continues to maintain, by a great way, the lead in this experiment. The examination results for the year, by the various simple standards, with an average of about 78 per cent. of successes, may be deemed to have been satisfactory. The two most distinctive elements in the scheme of instruction for these schools are the half-time, or attendance on only one meeting a day, system, and the teaching of Arithmetic and Accounts by native methods. The latter is being followed as generally as there are teachers with the necessary qualifications; but the former appears, as the Jullundur Inspector says, to be more honoured in the breach than in the observance. The aim of the half-time system was to ensure that the boys, whilst in receipt of a suitable education, would be kept in touch with their hereditary field work. And there is no doubt that the soft'ening of their children's hands was a complaint frequently urged by the zamíndárs against our educational system. But there is not work for all the children in the fields; moreover, the agriculturist is becoming alive to the bread-and-butter advantages of education; and he would sooner, it is said, have his children attend all day than only half-time. The consequence is that what was purposed as one of the chief grounds of suitability in these schools, can with difficulty be carried out, on account of the non-acceptance of the people. It is stated by several Deputy Commissioners that the people force the teachers to keep full-time, as well as to teach more subjects than are allowed by the rules.

Unpopularity of Zamíndárí Schools.

99. It continues, I regret to say, to be the unanimous opinion of Inspecting Officers that the Zamíndárí Schools are becoming more and more unpopular with the people. Mr. Lewis remarks:—"The zamíndárí scheme has so far failed to make any progress in popular estimation; even the classes for whom these schools are chiefly intended, *viz.*, the village *kamíns* (menials) and the poorer agriculturists, have no liking for them. The large attendance at some of these schools is owing more to the absence of ordinary Primary Schools within easy access, than to any love for the Zamíndárí course of instruction. The people ask again and again for their reconversion into ordinary Primary Schools, and in some Districts the change has had to be made in conformity with their wishes." Mr. Thompson says that the dislike for the Zamíndárí Schools would be much greater but for the fact that the rules laid down for them are not strictly carried out; and Lálá Piyáre Lál instances a case in the Hoshiárpur District where the teacher, to meet the wishes of the people, had prepared all the boys in the highest class for the ordinary Upper Primary Examination, instead of for that by the Fifth Standard,—that is, had ignored the Zamíndárí highest standard altogether. And, of course, if the half-time regulation is not followed, there is ample time for more than the Zamíndárí course. Writing from the southern part of the Province, Mr Harvey says:—"These schools are losing their popularity as they get older, for the

Primary Schools.

people have now come to find out that their boys, after passing the Fifth Standard Examination, are neither admitted into Middle Schools, nor are they eligible for scholarships as the boys of other Primary Schools are; and in almost every place where the people take any interest in the education of their children, there is a strong feeling against the Zamíndárí School, and efforts are made to have it changed into an ordinary Primary School. The rule of half-day attendance is much disliked by the people, who either prefer not to send their boys to school at all, or if they can spare them from the fields, devote them, as it were, to other careers, and do not want them back." The question of modifying the Zamíndárí School courses, so as to make them more popular, was considered at the last Educational Conference; but it was the almost unanimous opinion of the members that there was nothing to be done, and that it would best suit the object in view in starting these schools, to continue them on their present lines, giving them a lengthened trial, and affording them as much encouragement as possible. Should the experiment, in the long run, not succeed, we shall yet have learnt a good deal from it.

Gurmukhí Branch Schools.

100. In consequence of a representation from the Ferozepore District in 1889, influentially supported, in favour of the introduction of the Punjábí language in the schools, Local Bodies were empowered to establish Branch Schools or Classes, in connection with the ordinary Board Schools, for instruction in Gurmukhí, in places where the Sikh population was considerable, and where a desire for such schools or classes might be shown. Except in the Hoshiárpur District, where a little has been done, the scheme, it may be said, has met with no success whatever; and, strange to say, it seems not at all appreciated where the Sikh population most abounds, and it has had no response to speak of from the Ferozepore District, whence it originated. But the truth is, Gurmukhí Schools for boys would be no more acceptable to the people, and for about the same reasons, than Zamíndárí Schools are.

SECTION C—GENERAL QUESTIONS

Character of the instruction

101. It was noted last year that, whilst the general character of the instruction imparted in the schools continued to show tangible improvement, there was a growing inclination to scamp the optional subjects. These subjects, such as Geography, Persian, and Common Things, include some which, though optional for the standard examinations, are yet compulsory in the Course of Studies; and it is the neglect of these, supposed to be desirable for a sound education, that is to be regretted. It seemed to me, when commenting on this matter last year, that the remedy lay mostly in the hands of the Inspecting Officers. The teachers, as a rule, suit their instruction to the practice of the Inspectors in examining. If they pass lightly over the optional subjects, so will the teachers; but if these, as parts of the school course, should have due attention in the examining, there would be little chance of their being neglected in the teaching. So I thought. It appears, however, that the fault lies with the scholars, who, as a rule, give attention to those subjects only, which are compulsory in the examinations, the remedy for which would seem to be to have all the necessary subjects of study compulsory for the standards. Geography is a most important part of the Primary course, and requires knowledge and teaching skill; the subject called Common Things, or Object Lessons, has hitherto meant merely the subject matter of the Vernacular Readers, but sets of Objects and Simple Phenomena are about to be prescribed for each Primary Class;

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and Persian, as optional in all the examinations, and not a necessary subject of study, is to be made optional also in all the courses of study. Grammar and Mensuration are also said to be imperfectly taught, the former mainly from want of skill, and the latter from want of knowledge. Mr. Lewis also refers to defective and antiquated teaching, and a want of neatness in presenting the work, in Arithmetic and Mathematics. The defects in the teaching of English, and the remedies to be applied, have already been referred to. But with all these defects, as Mr. Thompson observes, "there is no doubt that the character of the instruction given in the schools is year by year improving, and that this improvement is to be attributed to the greater efficiency of the masters now produced by the Training Institutions." "The material we now send to the Training College and Normal Schools," says Mr. Harvey, "is improving all round in enlargement of ideas and general culture; and, if we could but improve the methods of imparting instruction, there would be little occasion to find fault." To improve those methods is the very *raison d'etre* of the Training Institutions; and the efficiency and progressiveness of these constitute the chief hope of the Department, so far as improving the instruction is concerned.

Conduct and discipline

102. The reports on the discipline of the schools and the conduct of the scholars are, without exception, satisfactory. The appearance of the classes, at the time of the inspection, in order, cleanness, neatness, and smartness, continues to be more and more favourably reported on, which is evidence that right influences are at work. In the schools, the respect due to the masters is cheerfully given; in the play-ground, the voluntary assembling of the boys together and their intimacy and relations with each other are improving; and, out in the world, the behaviour of the boys after leaving school is generally well spoken of. Here and there cases of using unfair means in the Inspectors' examinations continue to occur; but these become fewer every year; and the greater alacrity of the teachers to detect such faults will be likely, in the course of a few years, to entirely eradicate them. It is a matter mostly of discipline. The outward appearance of the higher schools, and the impression of tone left on the Inspecting Officers, are said to be generally very favourable.

Moral instruction.

103. It is now well understood that the characters of the scholars, as well as their intelligences, have to be drawn out and influenced by the teachers. This is now known, in a way, in every Village School; and, although the old masters may not understand how this new object is to be attained, yet the mere knowledge that it has to be looked to is of some avail. The more intelligent masters, however, have grasped the idea; and their interests and instruction are different from what they used to be. Punctuality, diligence, obedience, unselfishness, kindness, friendship, and the like, are now considered as traits of character, not merely belonging to persons read about, but to be exemplified in the daily life of the scholars themselves. Every year the Training Institutions send abroad new teachers with higher ideals in this respect, and new modes of exhibiting and inculcating them; and these act like leaven in a lump, with the result that the influence of moral teaching in the schools is more wide-spread than might, at first sight, appear. The extension and improvement of the Boarding House system have also a salutary effect, especially in awakening a feeling of comradeship and common interest; and the freer association and rubbing and contact of the scholars on the play-ground, in mutual dependence, in fairness to each other, in bearing defeat, and in honourable dealing always, are moral school-

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masters of potent influence. We cannot eliminate the agencies to the contrary beyond the school and the play-ground; but there is a spirit at work in the schools which will, within a generation or so, change the whole tone of the class affected. I have said nothing of the importance of theoretical moral teaching by means of reading books; although this matter also, through the instrumentality of the Text-Book Committee, receives every attention in the Province, and cannot fail to act wholesomely on the scholars.

Physical Training.

104. Physical Training, in the shape of gymnastics and drill, and the encouragement of games of all kinds, foreign and indigenous, appears to have received increased attention during the past year. The new courses of training prescribed have not yet had time to be generally introduced; but a good deal was done in that direction. More teachers and monitors were appointed; more play-grounds were provided; and tournaments were organized to a greater extent than in any previous year. In this cause, the District Officers, as a rule, take a warm interest; and Local Bodies are generally liberal in their support. The school-boys themselves have taken heartily to games; and the influence of these on the boys, and on the whole tone of the schools, is very great. The extracts given below from the Inspectors' reports will show what is being done for Physical Training in each Circle:—

In the Delhi Circle.

"Physical Training and games have been receiving increased attention everywhere. Almost every District, with the exception of Simla, is provided with an itinerant gymnastic instructor, as required by the Education Code, and every Secondary School has been provided with appropriate gymnastic apparatus. But suitable play-grounds have not yet been afforded everywhere, and the requirements of the Code as to the course of instruction are not fulfilled, though there is every prospect of their being better observed each year. The organisation of District Tournaments, required under Section F, Chapter XV, which has been set on foot during the year, will greatly enhance the interest already taken by the people in general, and by the masters and pupils in particular, in this branch of education, though I regret to say that no quarterly competitions under Section E have been as yet organised."

In the Jullundur Circle.

"The attention paid to Physical Training in schools in the Circle continues to increase every year. It is satisfactory to observe that not only the teachers and pupils but the outside public also have begun to interest themselves in the subject, and to recognize the truth of the principle, 'a sound mind in a sound body.' This is evident from the fact that prizes have been offered and awarded in many places for proficiency in this branch of instruction. Gymnastic instructors are employed in all the Districts, and almost all the big schools have been supplied with instructors who give their whole time to them. Ludhiána continues to take the lead in the matter. There all the Schools, Secondary and Primary, have been supplied with the necessary apparatus, and paid monitors are employed to give directions in the absence of the District Instructor. Native games and drill are not lost sight of. Hoshiárpur is another District where the apparatus has been supplied to each Village School by the people; but the arrangements for the training of monitors are not efficient, and drill has been more or less neglected in the lower classes. In other Districts in the Circle the apparatus has been given to all the Secondary and to such of the Primary Schools as are considered important; but there also the arrangements for the training of monitors are defective. With the introduction of the courses laid down for each class of institution, and the supply of better instructors for teaching drill, the progress of Physical Training, it is hoped, will be more satisfactory. Athletic Tournaments were held during the year at Ludhiána and Hoshiárpur, to which picked boys from all schools in those Districts were invited and prizes given to successful competitors. A friendly match at cricket was played at Ludhiána in November last between the Ludhiána and Hoshiárpur teams, at which the latter came off victorious."

In the Lahore Circle.

"The courses of Physical Training prescribed in the Code have not yet been generally introduced; but they have everywhere been urged on the authorities concerned. District Instructors of Physical Training

General Questions.

have been appointed in the following Districts:—Lahore, Amritsar, and Gurdáspur, but not in Montgomery, Gujránwala, or Jhang. Article 704 of the Code requires the appointment of a Teacher or Monitor for Physical Training in every Board School. Except in a very few cases this has not been carried out. Article 710 requires that in every Government and Board Secondary School for general education, quarterly competitions in the prescribed courses of Physical Training should be organised. So far as I know, this has not been carried out at all; but steps are being taken to organise such competitions in the Lahore and Amritsar Districts, and in Gujránwála the matter is to be brought before the next meeting of the District Board. The Athletic Tournament, which should be held in each District immediately after the Annual Inspection (Article 715), has been held in Amritsar and Jhang; it is hoped that arrangements will be made for fulfilling the requirements of the Code in other Districts this year. The Annual Cricket Tournament for the Circle was held at Lahore on the grounds of the Aitchison College, kindly lent for the occasion by General Black, in the month of February. Eight teams competed, and the final match was played between the Lahore Central Model School and the Amritsar Municipal Board School, the Lahore team again winning the belt. It remains still to impress upon District authorities the necessity of attending to the rules above referred to, which have recently come into force, and in the carrying out of which it is the first step that is the difficult one."

In the Ráwalpindi Circle.

"Due attention has been paid to Physical Training in all schools. Almost all, if not all, Secondary Schools are provided very fairly with gymnastic appliances. A great many Primary Schools are supplied with parallel and horizontal bars. Many of the Secondary Schools have got either their own Gymnastic Instructors or sometimes two Secondary Schools in the same place arrange for the services of one Instructor. Some Primary Schools also have their own Gymnastic Instructor in their teachers who have gone through a course of training in gymnastics at the Normal School. Besides this, four Districts have District Instructors who go round giving instruction, and two other Districts are on the look out for qualified men to fill these posts in them, so that in a very few days there will be only two Districts in the Circle without Gymnastic Instructors. One of these Districts is Hazára, and the other is Kohát, which must be left for a long time without one. More or less of drill is taught in almost all schools, large or small, and cricket is played in every school, which can get hold of any funds from either a public or private source, for the purchase of bats, balls, &c. The sixth annual 'Circle Sports Tournament,' which was commenced in the Jubilee year of 1887, took place, as usual, in January, and was held this year at Ráwalpindi. Rupees 700 were allotted by the District Board and Municipal Committee on the entertainment, which lasted for a week; Rs. 174-3 were spent on railway fares to cricket teams, and Rs. 256 in cash prizes for cricket and other sports out of the Tournament Fund, and several special prizes were given on the spot by Mr. Ináyat Ullah, Barrister-at-Law, and resident of Ráwalpindi. The prizes were distributed by the Commissioner and Superintendent of the Ráwalpindi Division in the presence of the Deputy Commissioner and other gentlemen. A shield and a cricket belt were purchased during the year to be given annually to the champion cricket team to be kept for one year and competed for over again at the following tournament. The shield and belt were both manufactured by Messrs. Hamilton & Co., of Calcutta, and the former cost Rs. 200, and the latter Rs. 50, defrayed from the Tournament Fund. The champion cricket team which carried off these prizes this year was from the Ráwalpindi Mission School. There was an important revision made during the year in regard to the formation of the Cricket Tournament after consultation with Deputy Commissioners, District Inspectors, and Head Masters of the large Schools. Formerly, all school teams used to compete, and this resulted in a short time in the assembly of 24 and 25 teams at a tournament, with a vivid prospect of this number increasing before long to an extent that would make the tournament almost an impossibility on account of its unwieldy size. It was accordingly decided that only District teams and Mission teams should compete, the former being composed of the best cricketers selected from all the Board Schools of a District, and the latter from either single Mission Schools, or from two Mission Schools in one District if they wished to combine. This new plan reduces the highest possible number of teams competing at the tournament to fourteen, under the present condition of the Circle as regards District and Mission Schools, and at the tournament of this year ten teams competed."

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In the Deraját Circle.

"Physical education has advanced during the year. All the Secondary Schools and a large number of the Primary Schools in the Circle are provided with gymnastic appliances; and play-grounds are largely supplied. Drill has been introduced with a fair degree of success into the Secondary Schools. Cricket continues to flourish in Anglo-Vernacular Schools, and is played with great zeal by the boys of the Municipal Board Schools at Mooltan, Dera Gházi Khán, and Muzaffargarh. Popular native games, such as Kabaddí, Doda, &c., &c, are very eagerly pursued in Primary Schools. Foot-ball is played with great enthusiasm in the Aided Schools at Dera Isma'íl Khán and Bannú Considerable improvement has been effected in gymnastics by the appointment of District Instructors of Physical Training in Mooltan and Muzaffargarh. Provision has been made for the appointment of Gymnastic Teachers in the other Districts of this Circle, except Bannú. The Municipal Board Schools at Mooltan, Dera Isma'íl Khán, and Dera Gházi Khán have Gymnastic Instructors of their own. It may be mentioned here that, under the auspices of Mr. J. R. Maconachie, the Deputy Commissioner, who takes a warm interest in the physical advancement of the students, an Athletic Tournament was held at Mooltan in the beginning of March last. It was a decided success, and gave great impetus to the cause of physical education. The Deputy Commissioner writes on the subject as follows:—

"In March last I arranged for an Athletic Tournament by inviting selected teams from the schools of Muzaffargarh, Dera Ghází Khán, Jhang, and Montgomery Districts, and the Baháwalpur State. The Mooltan team was selected from among the boys of the Local Mission and Board Schools. The Mooltan boys won several first prizes. Jhang won first prizes in long jump and gymnastics. The Baháwalpur team was very athletic, and it won the first prize in tug-of-war. I hope we may ere long get a Mooltan trophy to fight for, something like that of the south Punjab Schools at Delhi."

Buildings and accommodation.

105. A number of school buildings were provided during the year, especially in the Lahore, Ráwalpindi, and Deraját Circles. Several of the larger schools were also supplied with increased accommodation; but neither in respect of new buildings, nor of enlargements, has the supply been anything like equal to the demand. The fact is, the matter of the provision of school accommodation has become formidable as well as difficult, by not having been dealt with gradually. The schools have gone on increasing in number, and growing in size, every year; whereas the supply and enlargement of buildings has been deferred, until they are wanted in large numbers, and the means can only be provided yearly for a few. In almost every District in the Province there are schools of long standing, and securely established, which have either no buildings at all, or are housed in ill-suited sheds, or rooms or verandahs lent, or hired, for the purpose. In the Hoshiárpur and Gurdáspur Districts, the number of schools in such circumstances is about a score in each; the Delhi and Karnál Districts are also badly off in this respect; and, as I have said, there is not a District in the Province in which more school buildings and more accommodation are not urgently wanted. It may be assumed, in this connection, that so long as a school has to meet out in the open, or to occupy on sufferance an ill-suited building, it cannot be said either that it has been adequately dealt with, or that its permanence is secured. Hence the need for more buildings and accommodation. But, although the demand is greater than the supply, a good deal is being done. The Gurdáspur, Jhelum, and Hazára Districts were especially active during the past year; and the proposals for the present year are favourable. Of the Anglo-Vernacular Board Schools, perhaps the least satisfactorily housed are those at Sonepat, Jullundur, Siálkot, Peshawar, and Bannú; but, in each case, arrangements for new buildings are in contemplation. The Simla Municipal Committee are also moving to have a new school-house; and the Municipality at Delhi to have suitable accommodation for their

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Primary Department. It may be worthy of note in this connection that during the past year the Government made over, in trust, for the use of the Anglo-Arabic School, at Delhi, the Ghází-ud-dín Madrassa building, after it had been adapted to the purpose, at a cost of about Rs. 14,000, which was met from the accumulated savings of the Nawáb Itmád-ud-Daula Fund.

Furniture and appliances.

106 With the exception of a few Districts, including, particularly, Delhi, Karnál, Jhang, and Montgomery, the schools are fairly well supplied with the essentials of furniture and appliances. Physical Science apparatus, however, is still generally deficient in the Vernacular Middle Schools. At the end of the annual inspection of a District, the requirements in the way of furniture, &c., are brought to the notice of the Local Bodies, through the Deputy Commissioner; and the Inspectors, I am pleased to say, report that, as a rule, their suggestions are carried out with promptitude and liberality.

Libraries.

107. The Education Code requires that Municipal Committees should keep up the School Libraries made over to them at the time of localisation, and that all Anglo-Vernacular Board Schools should be supplied with necessary Books of Reference, and with the books recommended by the Text-Book Committee for the use of such schools. It appears that, whilst some Boards do well by their School Libraries, and are ready to meet reasonable requisitions for new books, in not a few instances the up-keep and replenishing of the Libraries is, to a degree, neglected. In one case, I found the Library removed from the School altogether, and only a Dictionary, and one or two other books, left. This is a matter of much importance, in its bearing on the more real education and culture of the scholars; and I shall desire Inspecting Officers to give it especial attention. In one aspect, as bearing on the more successful study of English in the schools, it was considered by the last Educational Conference; and a recommendation has been accepted by Government, to require Head Masters to use all means for encouraging the use of School Libraries by the boys, to invite Municipal Committees to provide yearly to their Libraries an addition of healthy school-boy literature, and to arrange that a Reading Room should be set apart for the boys, to encourage them in private study and in a liking for books. It would also be healthful, if the teachers too were to become fonder of the companionship of books than is said to be the case at present; for, without this, it is difficult to see how they can avoid becoming, very soon, out of date, and ultimately rusting, and deteriorating.

General progress.

108. Taking into account what has been said above, and in the two previous sections of this Chapter, to the effect that there has been a considerable rise in the number of boys under instruction, especially in the higher stages; that the character of that instruction, as tested by the results of the public examinations, has improved; that discipline and moral and physical training receive increasing attention; and that the outward wants of the schools are being gradually, if slowly, supplied; it may fairly be said that the year under report has been one of substantial progress in schools for native boys. There is probably, as stated by one Inspector, a want of enthusiasm on the part of the teachers; and much requires to be done to raise the level of the instruction, and the tone of the schools, to what they might be; but the success achieved up to date is not disappointing, and may be regarded as hopeful for the future.

The maintenance of efficiency.

109. In England, there are two main influences which contribute to the maintenance of efficiency in the Common Schools,

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besides the visits of the Government Inspector, namely, competition between rival schools, and association and *esprit de corps* among the teachers. In the Punjab, there is very little of the former; although it may now be said that in such centres as Delhi, Umballa, Ludhiána, Amritsar, Lahore, Gujránwála, Siálkot, Ráwalpindi, and Dera Isma'íl Khán, the Board Schools, by no means, have it all their own way; and in proportion as this element increases, in like proportion will the teaching of the rival schools tend to be vigorous and thorough. Of the element of association among the teachers, there is absolutely nothing as yet in the Province,—workers in the same school keeping aloof from each other, excepting so far as their duties bring them together; and, on this account, there is a drowsiness and tendency to deteriorate, more than there should be. To check this, and so act on the maintenance of efficiency, Mr. Lewis has the following remarks:—

"Something needs to be done to keep alive the interest of teachers in their work. Possibly District Associations of Teachers, meeting from time to time to discuss topics connected with their work, and to compare their school experiences, might have the desired effect; at any rate, the experiment might be tried in one or two Districts. A cheap Educational Journal in Urdú, to which teachers would be invited to contribute, and which should be circulated among all teachers, has also been suggested as a possible way of keeping them from falling off in efficiency, and losing interest in their work."

Emulation in the scholars.

110. The hope of passing the Middle School and Entrance Examinations forms a stimulus to diligence in study for which the Indian school-boy is famous. Complaints there are sometimes, regarding the children of well-to-do townsmen, that they are lazy and neglect their books; but, as a rule, the Punjábí scholar is a good worker. The provision of scholarships acts as an additional incentive in special classes; and prizes do the same throughout the schools. During the past year, the prizes offered by private liberality slightly increased; and, as will be seen from the statement given in Appendix H, those offered for next year, especially in the Ludhiana and Siálkot Districts, are of some value. This is satisfactory, and calculated in a way to encourage the schools. Hitherto the prizes have been announced at the end of the year to the winners; but I have arranged that intimation should be given of them at the beginning of the year to the schools, so that they may answer more their chief aim—the evoking of general effort and perseverance.

Educational institutions in Native States.

111. The following table gives a summary of the educational statistics of Native States, as far as these have been supplied, for the past year:—

		Patiála.	Baháwalpur.	Jínd.	Kapúrthala.	Nábha.	Faridkot.	Total.
Arts Colleges		1	1	...	...	...	...	2
Secondary Public Schools.	Anglo-Vernacular.	9	6	3	3	3	...	24
	Vernacular	4	1	1	2	...	1	9
Primary Public Schools ...		94	34	10	30	3	1	172
Special Schools		...	10	1	...	...	...	11
Scholars in Arts College ...		76	103	...	...	...	...	179
Scholars in Secondary Public Schools.	Anglo-Vernacular.	1,521	573	279	742	57	...	3,172
	Vernacular	509	42	80	139	...	4	774
Scholars in Primary Public Schools.		3,661	935	421	1,070	433	99	6,619
Scholars in Special Schools ...		...	175	12	...	...	...	187
Indigenous Schools.	Advanced	40	37	3	...	2	2	84
	Elementary.	77	413	7	81	4	...	582
Indigenous Scholars.	Advanced	524	378	47	...	20	103	1,072
	Elementary.	1,439	3,122	101	1,973	188	...	6,823
Scholars in all Colleges and Schools.		7,730	5,328	940	3,924	698	206	18,826
Scholars learning English ...		580	354	109	260	199	...	1,502
Number of boys on the rolls ...		7,306	4,395	940	3,865	698	206	17,410
Number of girls on the rolls ...		424	933	...	59	...	...	1,416
Total male population ..		871,467	3,55,153	155,948	163,373	155,825	63,909	1,765,675
Males per scholar in Public Colleges and Schools.		151	194	196	83	318	620	161
Males per scholar in all Schools		112	66	165	41	223	310	94

Two Arts Colleges are returned, as previously, with 179 students, including, apparently, the Oriental Departments; 33 Secondary Schools, with 3946 scholars; and 183 Primary and Special Schools, with 6806; or, altogether, 10,931 in attendance on Public Institutions. The Private Schools are returned as 666 in all, with 7895 scholars, giving for both Public and Private Institutions a total of 18,826 students, being somewhat more than the corresponding returns for last year. Of the total, 1416 are girls, or less than one for every twelve boys.

Examination results for Native States.

112. The following statement gives the results of the University Examinations for all the Native States which contributed candidates:—

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		Patiála.	Baháwalpur.	Jínd.	Kapúrthala.	Nábha.	Jammú.	Chamba.	Maler Kotla.	Náhan.	Total.
Bachelor of Arts ...	Candidates ...	3	..	..	...	1	..	...	..	...	4
	Passes ...	1	...	...	...	...	...	...	...	...	1
Intermediate Arts Faculty	Candidates ...	5	11	...	...	...	...	...	...	..	16
	Passes ...	5	10	...	...	..	...	...	...	...	15
Entrance, Calcutta ...	Candidates ...	2	...	...	...	1	1	...	...	...	4
	Passes ...	1	...	...	...	1	1	...	...	...	3
Entrance, Punjab Arts Faculty.	Candidates ...	18	14	..	17	9	9	...	2	2	71
	Passes ...	9	7	...	8	4	7	..	1	...	36
Entrance, Punjab Oriental Faculty.	Candidates ...	2	6	...	1	1	..	...	...	...	10
	Passes ...	2	5	...	...	...	...	...	...	...	7
Anglo-Vernacular Middle School Examination.	Candidates ...	42	37	3	46	12	34	1	4	12	191
	Passes ...	28	16	2	31	7	15	1	3	8	111
Vernacular Middle School Examination.	Candidates ...	15	6	...	47	1	8	...	..	...	77
	Passes ...	9	6	...	38	1	5	...	...	...	59

One out of 4 candidates passed the B. A. Examination of the Punjab University; 15 out of 16, the Intermediate; 43 out of 81, the Entrance; and 170 out of 268, the Middle School Examination. Three out of 4 also passed the Calcutta Entrance Examination. These results, with a general average of 62 per cent. of successes, are considerably higher than last year.

CHAPTER V.

SCHOOL EDUCATION—SPECIAL.

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Under the head of Schools for Special Education are included—(1), Training Institutions for Teachers; and (2), all other Institutions for Professional, Technical, and Industrial Education.

SECTION A.—TRAINING INSTITUTIONS FOR TEACHERS.

I.—THE CENTRAL TRAINING COLLEGE.

Central Training College.

113. The report of the Principal on the Central Training College is given as Appendix I. This institution is for the training of English Teachers and of Vernacular Teachers for Secondary Schools. It has three classes: a *Senior English Class*, training for Anglo-Vernacular Secondary Schools; a *Junior English Class*, training for Anglo-Vernacular Primary Schools; and a *Vernacular Class*, training for Vernacular work in Secondary Schools. The Normal Schools, to be considered hereafter, prepare Vernacular Teachers for Primary Schools. Mr. Cope remained in charge of the College throughout the year. In December, Lálá Umráo Singh, M.A., the Assistant Superintendent, of whose work the Principal speaks in terms of praise, was transferred, on promotion, to the Government College, and was succeeded by Lálá Munshí Lál, M.A.

Composition of the classes.

114. The College contained at the close of the year 79 students, against 75 in the previous year. The Senior English Class had 16 students, one teacher and 15 stipendiaries, of whom 3 were B. As., 3 who had failed in the B. A. Examination, 8 Intermediate passed men, and 2 who had failed in that examination. There was besides one non-stipendiary, who had passed the Intermediate Examination. It may be mentioned here, that a revised classification of stipends for this class, which, on the recommendation of the Education Conference, has just received the sanction of Government, does not differentiate between a passed Intermediate man and a failed B.A. The Junior English Class contained 27 students—7 teachers and 20 stipendiaries, all of whom had passed the Entrance Examination. The Vernacular Class had 36 students—8 teachers and 28 stipendiaries, all but one of whom had previously passed through the Normal School, or Junior Vernacular, course. The Principal used the same means of careful selection as previously, and makes no complaint this year of late joining.

Training Institutions for Teachers. Expenditure.

115. The total expenditure for the year was Rs. 23,994, of which Rs. 15,742 was spent on Establishment and Contingencies, and Rs. 8,252, or a little over one-third of the whole, on Stipends.

Certificate Examinations.

116. From the Senior English Class, 17 appeared in the Senior Anglo-Vernacular Certificate Examination, and 15 passed—6 in the First Division, against 15 out of 20 in the previous year. The two failures were in School Management, by only one mark each. Seven Private Candidates—all Teachers, also went up for this examination, of whom 5 passed.

For the Junior Anglo-Vernacular Certificate, 25 candidates appeared from the Junior English Class, and 18 passed—10 in the First Division, against 19 out of 21 last year. In this examination 4 Private Candidates also appeared, and 2 passed. The failures by this test were all in School Management, which, the Principal considers, might be due to the Senior and Junior Classes having been taught in this subject together.

From the Vernacular Class, 30 went up for the Senior Vernacular Certificate, and 22 passed—8 in the First Division, against only 15 out of 32 in the previous year. Seventeen Private Candidates also appeared in this examination, of whom 7 passed.

The above results are throughout an improvement on those of the previous year, and are creditable to the Principal and his Staff. In the Anglo-Vernacular Examinations, the marks gained in English were particularly satisfactory; and in none of the examinations was there a single failure in the Practice of Teaching, which speaks well for the practical work of the Institution.

Conduct of the students.

117. The behaviour of the students is said to have been generally very good. The discipline maintained is strict. The practice of asking for leave on what appear to be doubtful grounds is rigidly put down. The moral training and supervision are carefully attended to; and it is believed that the students go forth not only to be better teachers, but to be a higher influence in the schools.

Physical Training.

118. Physical training receives attention in the shape of drill, gymnastics, and games; but the want of a teacher had for a short time interfered with this. It is hoped that the want of apparatus mentioned by the Principal will soon be supplied in connection with the Government College Gymnasium, which is to be used also by the students of this institution.

Boarding-House.

119. The Boarding House continues to be well managed, the Reading Room and Debating Club forming useful adjuncts. It is, of course, of supreme importance that this part of the Training College should be used to the best advantage. The provision of a special and more suitable building than the present one is under contemplation. The health of the students is reported to have been, on the whole, good, and an arrangement has recently been sanctioned for medical supervision.

Practising School.

120. In October last, the amalgamation of the Lahore Municipal Board School with the Central Model School was carried out; and the Training College has now a Practising School worthy of the object in view. By the acquisition of the Municipal Board School building, accommodation was set free in the Training College for the classes of the Lahore Normal School; and the same Practising School now answers for both institutions, which is both convenient and economical. A trained Master from England, to take charge of this enlarged Model School, is expected to reach Lahore early in the cold weather.

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II.—NORMAL SCHOOLS.

General statistics.

121. The following statement compares the statistics of the Normal Schools for Masters in the Province for the last two years :—

			Government.			
			1891-92.	1890-91.	Increase.	Decrease.
Number of Schools			5	4	1	...
Number and Distribution of Scholars at the close of the year.	Government Stipendiaries ...		278	267	11	...
	Total		278	267	11	...
	In Ordinary Class	Teachers	116	119	...	3
		Others ..	96	87	9	...
	In Zamíndárí Class reading	Urdú	33	8	25	...
		Hindí ...	14	17	...	3
		Punjábí	17	28	...	11
		Pashtú ..	2	8	..	6
Expenditure.			Rs.	Rs.	Rs.	Rs.
On Establishments and Contingencies.	From Provincial Revenues		16,597	15,851	746	...
	Total		16,597	15,851	746	...
On Stipends	From Provincial Revenues		16,989	16,101	888	...
	From District Funds ...		...	36	...	36
	Total		16,989	16,137	852	...
	Grand Total		33,586	31,988	1,598	...
Results of Examinations—						
Junior Vernacular Certificate			85	112	...	27
Zamíndári Certificate			46	46	...	...

Number of Normal Schools and students.

122. During the year a new Normal School was opened at Mooltan, to meet the growing requirements of the Deraját Circle; and there are now five such institutions in the Province,—one for each Circle, at Delhi, Jullundur, Lahore, Ráwalpindi, and Mooltan. These institutions are under the supervision and management of the Inspectors of Schools, except that at Lahore, which is appropriately under the Principal of the Central Training College. The number of students is now 278, or 11 more than last year, the rise being due to an increase in the number of stipends on the opening of the new school. The ordinary class, which trains teachers for the ordinary Vernacular Primary Schools, has 212 students; and the Zamíndárí Class, which trains for the Zamíndárí Schools, 66 students, the numbers taking Punjábí and Pashtú having much declined. The following is the distribution of the students over the different Schools :—

Delhi Normal School	Ordinary ..	41	
	Zamíndárí ...	14	55
Jullundur	Ordinary ...	42	
	Zamíndárí ...	13	55
Lahore	Ordinary ...	66	
	Zamíndárí ...	16	82
Ráwalpindi	Ordinary ...	37	
	Zamíndárí ...	12	49
Mooltan	Ordinary ...	26	
	Zamíndárí ...	11	37
	Total ...		278

Stipends.

123. The number of stipends was increased during the year to 316, of which as many as 38 were vacant at the end of the year. At the beginning of the session, all but 3 of the stipends were taken up; and the falling off was chiefly owing to absence without leave. As there can be no recruitment to these institutions after the session has well begun,

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there will always be a deficiency of this kind as the term advances; but, in the great need everywhere for more qualified teachers, it is to be regretted that this deficiency should have risen to 12 per cent. of the stipends. It is, however, proposed to change the beginning of the session from October to May, which, it is believed, will make it much less difficult to find willing, and therefore likely to remain, recruits.

Expenditure.

124. The expenditure on Establishments and Stipends rose during the year from Rs. 31,988 to Rs. 33,586, the increase being due to the new school and the extra number of stipends. It will be observed that the expenditure on Stipends is slightly in excess of that on Establishments.

Certificate Examinations.

125. In the Junior Vernacular Certificate Examination 209 candidates appeared from the Normal Schools, of whom only 85, or about 40 per cent., passed, against 112 out of 186 in the previous year. The result is not satisfactory, and is attributed to unusual severity in the Euclid paper. Of the passes, the Delhi School contributed 20 out of 53, with 4 in the First Division; the Jullundur School, 20 out of 49, with 6 in the First Division; the Lahore School, 23 out of 50, with also 6 in the First Division; and the Ráwalpindi School, 22 out of 57, with 2 in the First Division. The order of merit according to the percentage of passes is Lahore, first; Jullundur, second; Ráwalpindi, third; and Delhi, fourth. Besides those from the Normal Schools, 49 Private Candidates went up for this examination, of whom 21 passed. The Private Candidates are usually teachers who had been through the Normal School course, but had not succeeded in gaining certificates.

126. In the Zamíndárí Certificate Examination, out of 69 candidates from the Normal Schools, 46, or 66 per cent., passed, which may be considered a fairly satisfactory result. The Delhi School, which was lowest in the Junior Vernacular Examination, is highest in this one, with 15 passes out of 17, or 88 per cent. Then follows the Jullundur School, with 13 out of 16, or 81 per cent. The Ráwalpindi and Lahore Schools did not do nearly so well in this examination, with 52 and 47 per cent. of passes, respectively.

Employment of the students.

127. The scarcity of trained teachers throughout the Province opens a ready market to all who have succeeded in gaining certificates. Some, however, choose to join the Training College after passing from the Normal Schools, and constitute, every year, a substantial amount of labour lost in the cause of Primary Education. But this seems inevitable, as the Vernacular Entrance Examination has ceased to be a source from which to recruit the Senior Vernacular Class. Many who fail in one subject only, other than School Management and the Practice of Teaching, also take up appointments, and appear, under the rules, in the next examination, in the failed subject only.

General remarks.

128. The reports of the Managers on these Schools, in matters of detail, are, as a rule, very satisfactory. The discipline is good throughout; much attention is paid to tone and good influence; the Boarding Houses are carefully managed and supervised; and Physical Training has everywhere due attention. The temporary accommodation provided for the Mooltan Normal School is not all that could be desired; and the Boarding Houses in connection with the Lahore School, which are in two different parts of the city, are neither suitable nor convenient; but both these matters are now under consideration.

Practising Schools.

129. The fact that in three of the Normal Schools there was not a single failure in the Practice of Teaching, is good evidence of the success with which the Model, or Practising, Schools were made use of during the year. Criticism Lessons were also given regu-

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larly and systematically in all the schools, as required by the Code; but I learn from the Principal of the Central Training College, in his capacity of Inspector of all the Normal Schools on their instructional sides, that Model Lessons by the Head Masters, as examples of how lessons should be taught, were not, in every case, given as frequently as is desirable.

III.—TRAINING OF FEMALE TEACHERS.

Normal Classes and Certificate Examinations.

130. During the past year Normal Classes for the training of Female Teachers were maintained in the Alexandra School, the Christian Boarding School, the Municipal Board Central School, and the Church of England Zanána Mission Schools, at Amritsar; and from these institutions, candidates appeared in the recent Examinations for Certificates. In the Senior Vernacular Certificate Examination, two candidates appeared, who had previously passed the Middle Standard Examination, but both failed—one in Urdú only, and the other in Urdú and Mathematics. They both passed in School Management and the Practice of Teaching, and have been awarded, according to the Code, *Second Grade* Certificates. In the Junior Vernacular Certificate Examination, 7 candidates appeared, and 2 passed, earning *First Grade* Certificates. A *Second Grade* Certificate was awarded to one of the failed candidates, according to the regulations; but this concession was not extended to the rest, as they had done badly in most of the subjects. These results are not much; but they are an advance on last year; and the remark of the Inspectress that the candidates from the Alexandra and Christian Boarding Schools had been well trained in teaching is hopeful.

Difficulties in the way of providing Female Teachers.

131. But from a statement of how those who pass the Certificate and Middle Standard Examinations are employed, it is plain that we have advanced but a small way yet. During the last three years, only *one* has accepted employment out of her native city, and only *two* have gone beyond the schools in which they were educated, or their branches. On this matter, Miss Francis remarks:—"Even in the case of Branches of a Central School, there is difficulty. The school must be in the teacher's own house, which is usually the residence of numerous other members of the family. If a teacher dies, or is dismissed, it is not possible simply to instal a better qualified person in her place. It is found necessary to close the school, and open another. The new teacher must have a house, with suitable rooms, in a *muhalla* in which she is sufficiently known and respected to collect pupils; for girls will not go far from their homes. And these difficulties are much greater in the case of teachers sent to a distance. First, they have to be induced to go, and even if the husband can be found employment, there is often an aged mother, or mother-in-law, who cannot be left behind, and who will not leave the place where she has spent her life. The teacher, in her new place, finds herself friendless and unable to collect pupils. Without outside support her school will generally be a failure. This support might be given by members of the Municipal Committee, but is generally given by some Pandit, Maulavi, or Bháí, who is trusted by the people, and who has some interest in the prosperity of the school." And further on, she concludes:—"I see no better plan than to place the school at first under some Pandit or Maulaví, who has the respect of the people. Then as the school progresses, some girl will be found, probably the master's daughter, who is cleverer than the others, and will read on till she is fairly well qualified to become Mistress of the School." Just so; the old method of employing respected Maulavís and Pandits, provided they are efficient, must be continued; but the Normal Class system, until we can have Female Normal Schools, should also have every encouragement.

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SECTION B.—INSTITUTIONS FOR TECHNICAL INSTRUCTION.

I.—THE MEDICAL SCHOOL.

Lahore Medical School.

132. The Lahore Medical School forms a department of the Medical College; and the report of the Principal, and the remarks of the Inspector-General of Civil Hospitals given in Chapter III, under the head of the Medical College, apply also to the Medical School.

II.—THE VETERINARY SCHOOL.

Veterinary School, Lahore.

133. The report of the Principal of the Veterinary School, Lahore, is printed as Appendix J. It appears that, although the number of new admittances was less than last year, the number on the rolls has increased from 83 to 97, of whom 54 belong to the First Class, and 43 to the Second. As many as 59 of the students are non-stipendiaries, which says much for the popularity and usefulness of the Institution. For the Final Examination 43 candidates went up, and 31, or 72 per cent., passed, which, though not so good as in the previous year, is satisfactory. The expenditure on Establishment and Contingencies for the year was Rs. 28,278; on Scholarships and Stipends, it was Rs. 3,635.

Principal's suggestions.

134. The Principal makes three suggestions: first, that the standard of attainments for admission to the School should be raised to that of the Anglo-Vernacular Middle School Examination; second, that the course of study should be extended to three years, a proposition, he says, which has been recommended every year since the foundation of the School; and, third, the raising of the pass standard in the Final Examination from 40 to 50 per cent. of the marks, and the abolition of Second Class Certificates. The Principal also refers to the insufficiency of the staff for both the teaching and practice of the Institution, and to the consequent strain and overwork entailed.

III.—THE LAW SCHOOL.

The Law School, Lahore.

135. The following statement compares the statistics of the Law School, maintained by the Punjab University, for the last two years:—

		1891-92.	1890-91.
Number of students		85	65
Expenditure.		Rs.	Rs.
Provincial Revenues		2,829	...
Fees		3,116	...
Other Sources		564	...
Total		6,509	...
RESULTS OF EXAMINATIONS.			
Preliminary Examination	Candidates	25	13
	Passes	19	9
First Certificate	Candidates	12	13
	Passes	4	6
Licentiate-in-Law	Candidates	7	13
	Passes	3	7

136 There was a rise in the number of students from 65 to 85, which is probably owing to the new regulations leading up to Degrees in Law. The expenditure for the year was Rs. 6,509, or Rs. 672 less than in the previous year, which was scarcely to be expected immediately after the sanction of a Government grant to ensure efficient instruction. The results in the Preliminary Examination, with 19 passes out of 25 candidates, or 76 per cent., were good; but, in the higher examinations, with an average of a little under 37 per cent., they were not so satisfactory. It has, however, to be borne in mind that the standards of these examinations, requiring 50 per cent. in each paper to pass, are more than ordinarily high.

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IV.—THE MAYO SCHOOL OF ART.

Principal's report.

137. The report of the Principal on the Mayo School of Art, Lahore, will be found in Appendix K. Mr. Kipling resumed charge of the College, on return from furlough, on the 20th October, relieving Mr. Andrews, the Vice-Principal.

Number of students and subjects of instruction.

138. At the close of the year, the number of students on the roll was 134, against 117 in the previous year. The increase was mostly of stipendiaries from the Gwâlior State, and a few of the Provincial Local Boards. The following is the present classification with regard to subjects of instruction:—

I	Division	48
II	„	35
III	„	30
IV	„	8
V	„	13
		134

The I Division students all learn Elementary Drawing, 20 of these also doing Wood-working; the II Division students learn Geometrical, Perspective, Architectural, and Model Drawing, Drawing from Nature, Light and Shade, and Elements of Colour, 25 doing also Wood-working; the III Division students continue the Drawing of the lower Division to more advanced stages, and learn besides Constructive and Decorative Design and Lithography, 12 doing also Wood-working, and 13 others Surveying; the IV Division students learn Applied Design and Modelling in Clay and Plaster; the V Division is the Engineering Class, maintained by the Punjab University, which prepares, at present, for the First Examination in Engineering. The Principal explains that Surveying was introduced into the School proper in January last, and that it is very useful and popular.

Expenditure and Stipends.

139. The total expenditure for the year was Rs. 19,159, made up of Rs. 15,260* on Establishment and Contingencies, and Rs. 3,899 on Stipends. The total is Rs. 4,055 in excess of last year, owing partly to the staff having been complete after the Principal's return, and partly to an increase in the number of stipends. There were 67 stipends current at the end of the year, against 51 in the previous return. But 67 of the students were non-stipendiaries, which is a proof of the public usefulness of the institution. An item of Rs. 42 is returned as Fees; but, practically, the instruction is yet free.

Work of the year.

140. The work of the year was, as usual, very satisfactory. In addition to the ordinary class work, Sheets of Freehand Drawing, and Drawing to Scale, for use in Industrial Schools, were prepared; decorative friezes and mantelpieces, in modelling and plaster work, were made for the new Class Rooms of the School, and details prepared for the new Museum; designs for carpets, and suggestions for wood-work, were supplied to manufacturers and artisans; and designs for the decoration in colour of the Darbár Hall at Faridkot were furnished to His Highness the Rája. The Railway Technical School, at Lahore, and the Industrial Schools at Delhi and Amritsar, were also inspected by the Principal or Vice-Principal during the year, and were much benefited by their suggestions. From the Engineering Class, three candidates went up to the First Examination in Engineering of the Punjab University, and two passed, notwithstanding the admission that the teaching power is deficient. In a competition for scholarships held during the year, the work produced in the Class of Original Design is said to have been of remarkable promise.

* Includes Rs. 79 on account of special expenditure on furniture and apparatus for the Engineering Class.

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Employment of the students.

141. The success of an institution like this has to be measured, not merely by the work in the class rooms, but by the degree to which the students are able to make use of their traïning after leaving School; and on this subject the Principal has kindly favoured me with some interesting statistics. The most of those who leave the School leave it from the junior classes, chiefly to follow their fathers' crafts; and it is scarcely to be doubted that the training they have received—of the hand, the eye, and the taste, however unfinished, must go to make them, in varying degrees, more skilled than their fathers; and the indigenous handicrafts and art-work of the country must be improved. Of those who leave from the higher classes, that is, after their artistic training has been substantial, some diverge from the lines in which that training would be of use; but most of them find ready employment as Draftsmen or Designers in the Public Works, Archæological, Railways, and Local Boards' Offices; as Masters in Industrial Schools; as Surveyors; and as Overseers. During the past year, one man was appointed as a Designer and Draftsman in an Executive Engineer's Office; one as a Surveyor in the Frontier Railway Division; one as a Drawing Master in an Industrial School; and, since the close of the official year, one has been sent to conduct an Elementary Art School in Sindh, another to mould and cast for the Archæological Survey at Lucknow; and five others as Teachers of Drawing in different High Schools of the North-West Provinces. Not always directly, but nevertheless very certainly, these men cannot fail to exercise a wholesome influence on the indigenous art-work and art-notions of the country.

New Class Rooms

142. The new Class Rooms were occupied in October last; and the School is now suitably and handsomely accommodated. Mr. Kipling refers, with satisfaction, to the excellent work done by Bhái Rám Singh, one of the Assistant Masters, at Osborne, and to the expression of high approval of Her Majesty, the Queen Empress. The staff had given the Principal very cordial support; and it may be said that the year's record is highly creditable to all concerned.

V.—INDUSTRIAL SCHOOLS.

Industrial Schools and scholars

143. There were three Industrial Schools in the Province at the close of the year, with an attendance of 443, against 344 in the previous year, as follows:—

The Railway Technical School, Lahore	...	...	270
The Municipal Board School, Amritsar	...	...	109
The Municipal Board School, Delhi	...	...	64
Total	...	...	443

There are also a few other instances of enterprise in the same direction, notably in connection with the Christian Boarding School in Ludhiána; but these are not yet sufficiently organized on their technical sides, to admit of their being returned as Industrial Schools.

Railway Technical School, Lahore

144. The Railway Technical School at Lahore continued to prosper throughout the year, the numbers having risen from 193 to 270, all but 6 being the sons of artisans. The expenditure also rose for the year, owing to an increase both in the staff and contingencies, including tools, wood for working, &c., and is now given at Rs. 6,309. Eighteen John Lawrence Scholarships are competed for yearly by the School, and 34 of these were current at the end of the year, or a little over an average of one in every three of the scholars in the departments in which the scholarships are tenable.

Examination results

145. On the General Knowledge side, the results in the Inspector of Schools' Examination were as follows:—Infant

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Standard, 66 out of 69 passed; Lower Primary Standard, of 20, all passed; Upper Primary Standard, 8 out of 9 passed, which results are satisfactory, and an advance on those of the previous year. On the Special or Technical Knowledge side, as tested by the Principal and Vice-Principal of the Mayo School of Art, 33 out of 75 Infants passed in Wood-working; 39 out of 40 passed by the Lower Primary Standard in both Drawing and Wood-working; and 6 out of 10 by the Upper Primary Standard. Mr. Kipling expressed himself well satisfied, on the whole, with the progress made; although he considered that the advanced classes might have done better in the jointing test given them. It has, however, to be borne in mind that the most senior scholar in the school has yet had only three years' training, instead of six or more as his class standing would imply; and it may be hoped that, when those in each class shall have had the full training, defects of the kind pointed out will disappear.

New building

146. The new building, which is commodious and suitable, as well as conveniently situated, was occupied in January last. This has given increased facilities for carrying forward the work so successfully begun under less favourable circumstances.

Municipal Board Industrial School, Amritsar.

147. The numbers in the Municipal Board Industrial School, at Amritsar, have risen from 94 to 109, besides 27 more who attend for special subjects only. During the year the staff was improved, and the time for general instruction somewhat increased; but the arrangements still fall short of those prescribed for such schools. The Inspector of Schools speaks of lax discipline on account of the want of a properly constituted head. In the examinations in General Subjects, 19 passed the Infant Standard, 6 the Lower Primary, and 3 the Upper Primary. In Special Subjects, only the 6 boys who passed the Lower Primary Standard in General Knowledge were presented, and all passed. Mr. Andrews, Vice-Principal of the Mayo School of Art, records progress, on the whole, for the year; but the Practical Geometry, Modelling, Carpentry, and Copper-work were deficient, with a tendency in the teachers of the last two subjects to look rather to the production of things for sale, than to the teaching of the scholars. Six of the pupils were awarded scholarships of Re. 1 each on passing the Lower Primary Examination.

Municipal Board Industrial School, Delhi.

148. The Industrial School at Delhi continues an appendage to the Municipal Board ordinary Primary School; but it is separately instructed, and conforms to the Scheme of Studies for Industrial Schools. There were 64 on the roll at the end of the school year, mostly the sons of artisans. Eight boys passed the Lower Primary Examination in General Subjects, but only 5 of these came up to the mark in Special Subjects. Progress had been made in the School, but not such, on the Special side, as the Principal of the School of Art had hoped to find.

Prospects of Industrial Schools.

149. In last year's report, I expressed a belief that the newly announced rules for grants to Industrial Schools would induce some of the ordinary town schools to add Drawing and a Handicraft to their Schemes of Study. The difficulties, however, and the expense—especially on the side of the Handicraft, are very considerable; and it is more and more forcing itself upon me, that *Night Schools*, with provision for elementary General Knowledge and Drawing, are what we specially need for the illiterate working youths of our cities.

CHAPTER VI. FEMALE EDUCATION (NATIVES).

STATEMENT SHOWING NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

			High Schools.			Middle Schools.			Total of Secondary Schools.			Primary Schools.	Grand Total of both Secondary and Primary Schools.	Number of	
			Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.	Anglo-Vernacular.	Vernacular.	Total.			Girls learning English.	Scholarships.
Number of	Board Schools	1891-92	...	...	...	...	2	2	...	2	2	190	192	...	...
		1890-91	...	...	...	...	2	2	...	2	2	180	182	...	...
		Increase	..	...	...	...	...	...	...	...	...	10	10	...	...
		Decrease	...	...	...	...	...	...	...	...	...	...	...	...	...
	Aided Schools	1891-92	2	...	2	3	3	6	5	3	8	114	122	...	...
		1890-91	2	...	2	3	2	5	5	2	7	112	119	...	...
		Increase	...	...	...	..	1	1	...	1	1	2	3	...	...
		Decrease	...	...	..	...	...	...	...	...	...	...	...	...	...
	Unaided Schools	1891-92	...	...	...	...	...	...	..	...	...	6	6	...	...
		1890-91	...	..	...	...	1	1	...	1	1	3	4	..	...
		Increase	...	...	...	...	...	...	...	...	...	3	2	...	...
		Decrease	...	...	..	...	1	1	...	1	1	...	...	...	...
Number of Scholars in	High Stage	1891-92	13	...	13	...	...	...	13	..	13	...	13	13	...
		1890-91	8	...	8	...	..	..	8	...	8	...	8	8	..
		Increase	5	...	5	...	...	...	5	..	5	...	5	5	...
		Decrease	...	..	...	...	...	...	...	...	...	...	...	...	...
	Middle Stage	1891-92	30	...	30	32	61	93	62	61	123	...	123	72	46
		1890-91	32	...	32	35	49	84	67	49	116	...	116	80	26
		Increase	...	..	...	...	12	9	...	12	7	...	7	...	20
		Decrease	2	...	2	3	...	...	5	...	...	...	...	8	...
	Total Secondary Stage	1891-92	43	...	43	32	61	93	75	61	136	...	136	85	46
		1890-91	40	...	40	35	49	84	75	49	124	...	124	88	26
		Increase	3	...	3	...	12	9	...	12	12	...	12	...	20
		Decrease	...	...	...	3	...	...	...	...	..	...	...	3	...
	Upper Primary Stage	1891-92	45	...	45	31	131	162	76	131	207	570	777	73	589
		1890-91	34	...	34	33	88	121	67	88	155	446	601	56	431
		Increase	11	...	11	...	43	41	9	43	52	124	176	17	158
		Decrease	...	...	...	2	...	...	...	...	...	...	...	...	...
	Lower Primary Stage	1891-92	61	...	61	103	273	376	164	273	437	9,457	9,894	61	...
		1890-91	62	...	62	89	237	326	151	237	388	8,472	8,860	62	...
		Increase	...	...	...	14	36	50	13	36	49	985	1,034	...	...
		Decrease	1	...	1	..	...	...	...	...	...	...	...	1	...
	Total Primary Stage	1891-92	106	...	106	134	404	538	240	404	644	10,027	10,671	134	589
		1890-91	96	..	96	122	325	447	218	325	543	8,918	9,461	118	431
		Increase	10	..	10	12	79	91	22	79	101	1,109	1,210	16	158
		Decrease	...	..	...	...	...	...	...	...	...	...	...	...	...
	Grand Total	1891-92	149	...	149	166	465	631	315	465	780	10,027	10,807	219	635
		1890-91	136	...	136	157	374	531	293	374	667	8,918	9,585	206	457
		Increase	13	...	13	9	91	100	22	91	113	1,109	1,222	13	178
		Decrease	...	...	...	...	...	...	...	..	...	...	...	...	...

CHAPTER VI.

FEMALE EDUCATION (NATIVES).

	Paras.		Paras.
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Work of Inspectress.

150. As already stated, Miss Francis continued to discharge the duties of Inspectress of Schools throughout the year. Besides the inspection of all Girls' Schools within Municipal and Cantonment limits, that is, in all the great centres of the Province, she exercises a more or less close supervision over the Victoria School, Lahore, with its Branches, and over the Normal Classes in a few of the ordinary schools for the training of Female Teachers, and conducts the Middle Standard Examination for Girls, and the Examinations for Female Teachers' Certificates. During the past year her travelling and labours in the touring season were incessant; and my acknowledgments are due to her both on account of the fulness of her work and the readiness of her advice in matters connected with Female Education.

Number of schools and scholars.

151. The table on the opposite page compares the number of Public Schools for Native Girls, and the number of scholars attending them, for the past two years. The number of schools of all kinds rose during the year from 305 to 320, and the number of scholars from 9585 to 10,807. Besides these, 410 girls are returned as attending Zanána Classes, giving a total of only 11,217 girls in receipt of anything like a regular education in the Province. If we add the number of girls in attendance on Private Schools, or 8132 (see Chapter VIII), we get only 19,349 under school instruction of any kind, or not more than 1·3 per cent. of the girls of a school-going age.

Secondary Schools.

152. The number of Secondary Schools remains 10 as last year, namely, 2 High and 3 Middle Anglo-Vernacular Schools, and 5 Middle Vernacular Schools. The two High Schools are the Alexandra School, Amritsar, and the Lady Dufferin School, Lahore,—both Boarding Schools for Native Christian children of the better class. The return of girls in the classes of the High Department is 13, against 8 last year. The Middle Departments are fairly well attended; and these schools are reported to be doing, in most respects, excellent work. The three Middle Anglo-Vernacular Schools are the S. P. G. and Baptist Mission Schools at Delhi, and the Christian Boarding School of the Church Mission Society at Amritsar—all attended mostly by Native Christian children of a lower class than attend the two High Schools, many being orphans supported by the Missions. The five Vernacular Middle Schools are the District Board School at Gujarwál in the Ludhiána District, the Municipal Board School at Amritsar, the Victoria School and an Aided School in Lahore, and the American Mission School at Gujránwála. The number in attendance on the Middle Classes of all the Secondary Schools is now 123, against 116 last year. There is a fall from 67 to 62 in the Anglo-Vernacular

Female Education (Natives).

Schools, and a rise in the Vernacular Schools from 49 to 61. Secondary Education is as yet represented by only 136 scholars; and it is somewhat disappointing that, in particular, neither the Jullundur nor the Siálkot District, where Primary Education has been doing fairly well for a long time, has yet anything to show in this direction.

Primary Schools.

153. The number of Primary Schools rose during the year from 295 to 310, and the number of scholars from 8918 to 10,027, which is satisfactory. The Delhi Circle contributed 12 new schools; the Lahore Circle, 2; and the Deraját Circle, 3; whilst the Jullundur Circle shows 2 schools fewer than last year. Ten of the new Primary Schools were Board Schools, 2 were Aided Schools, and 3 Unaided Schools; and the numbers of these different classes of schools are now 190, 114, and 6, respectively. The increase from 601 to 777 in the number attending the Upper Primary classes may be regarded as somewhat hopeful.

Distribution of the Schools.

154. The distribution of the schools over the Inspectional Circles, and over the various Districts, is deserving of notice. The Delhi Circle has now 41 schools, with 1134 scholars, to which may be added the 410 girls who attend Zanána Classes in the Delhi, Gurgáon, and Karnál Districts, giving 1544 scholars altogether. The Jullundur Circle has 61 schools, with 1845 scholars; the Lahore Circle, 127 schools, with 4647 scholars; the Ráwalpindi Circle, 83 Schools, with 2896 scholars; and the Deraját Circle, only 8 schools, with 285 scholars. The Lahore Circle, it will be observed, very prominently takes the lead in this way; and, as remarked by Miss Francis, as we recede from this centre of the most vigorous races, female education becomes more and more an artificial growth. The following table gives the attendance on schools of all kinds, and on Zanána Classes in each District:—

No.	Districts.	Number of Girls in							Total.
		High Schools.	Middle Schools.	Primary Schools, District Board.	Primary Schools, Municipal Board.	Primary Schools, Aided	Primary Schools, Unaided.	Zanána Classes.	
1	Hissár ...	...	...	...	...	...	43	...	43
2	Rohtak ...	...	...	91	82	...	...	...	173
3	Gurgáon ...	...	...	160	...	61	...	35	256
4	Delhi ...	...	98	49	...	303	...	304	754
5	Karnál ...	...	...	30	35	...	...	71	136
6	Umballa ...	...	...	133	20	...	...	...	153
7	Simla ...	...	...	...	...	29	...	...	29
8	Kángra ...	...	...	123	45	42	...	...	210
9	Hoshiárpur ...	...	...	...	...	91	...	...	91
10	Jullundur ...	...	...	361	520	...	...	...	881
11	Ludhiána ...	...	47	176	265	...	...	..	488
12	Ferozepore ...	...	..	89	...	86	...	...	175
13	Gujránwála ...	...	119	197	204	388	...	...	948
14	Jhang ...	...	...	53	244	...	..	...	297
15	Montgomery ...	...	..	...	24	...	...	...	24
16	Lahore ...	83	222	...	80	895	...	...	1,280
17	Amritsar ...	66	145	74	994	456	87	.	1,822
18	Gurdáspur ...	.	...	89	187	..	...	...	276
19	Siálkot ...	...	...	509	526	109	...	...	1,144
20	Gujrát ...	...	...	43	...	64	...	...	107
21	Kohát ...	...	...	...	..	...	...	...	...
22	Sháhpur ...	..	...	243	108		23	...	374
23	Jhelum ...	...	...	45	34	398	...	..	477
24	Ráwalpind ...	...	...	30	...	698			728
25	Hazára ...	...	...	...	...	...	.	..	...
26	Pesháwar ...	...	...	..	...	66	..	...	66
27	Mooltan ...	...	.	..	...	53	.	...	53
28	Bannú ...	...	...	...		...	...	...	..
29	Dera Ismaí'l Khá ...	...	...	...	232	...	...	...	232
30	Dera Ghází Khán ...	...	...	...	...	...	...	...	...
31	Muzaffargarh ...	...	...	...	...	...	...	...	...
	Total ...	149	631	2,495	3,690	3,689	153	410	11,217

In last year's statement, 6 Districts were blank instead of 5 this year, the Hissár District having, during the year, begun the experiment of Female Education, with 2 Mission Schools and 43 scholars. The Kohát and Hazára Districts, in the Ráwalpindi Circle, and the Bannú, Dera Ghází Khán, and Muzaffargarh Districts, in the Deraját Circle, are still without any Girls' Schools. In the Mooltan, Montgomery, Pesháwar, and Hoshiárpur Districts, the experiment is still in its initial stage; and Simla is returned with only 29 girls under instruction. The Amritsar, Lahore, and Siálkot Districts, with more than a thousand scholars each, take the lead in this respect; then follow the Gujránwála, Jullundur, Delhi, and Ráwalpindi Districts, with more than five hundred scholars each; whilst the remaining Districts are, more or less, but poorly represented. During the past year, the District Inspectors of Schools prepared, at my request, a special report on the condition and prospects of Female Education in each District, from which it is evident that there is a gradual awakening of the people in this respect, and that social custom rather than reasoned opposition is the chief obstacle in the way. It also appears that the educated classes continue to be more apathetic as to the education of their girls than might have been expected.

Expenditure.

155. The statement on the following page gives the expenditure from different sources on Girls' Schools of all kinds and grades, as well as the expenditure on Scholarships. The total expenditure for the year rose from Rs. 1,04,673 to Rs. 1,06,765, or by about 2 per cent., against a rise in the attendance of 12 per cent. The increase is solely in the Board and Aided Schools, the Unaided Schools, though increased in number, showing a fallen expenditure. The rise, it may also be observed, is exclusively in the Primary Schools. Of the total expenditure, about three-fifths are paid from Public Funds, the remaining two-fifths being contributed mainly from Private Sources. Less than one-fourth was paid from Provincial Revenues, chiefly in grants to Aided Schools; Municipal Funds contributed a little over one-fourth; District Funds, about one-seventh; and Other Sources (that is the Private Funds of Aided Schools) more than one-third. District Funds and Other Sources mostly share the amount of the increase between them, owing to the greater number of schools, and, in some degree, improved salaries and equipment.

Fees.

156. Female Education in the Province is yet too delicate a growth to admit of more than the mere beginnings of fees; and only Rs. 2,153, or a little less than last year, are returned in this behalf. The levy of fees, with but one or two exceptions, is confined to the Anglo-Vernacular Schools; and neither the Board nor the Unaided Schools take any fees as yet. The hold is not yet strong enough to admit of this; and it is only by the liberal offer of scholarships that the pupils can be induced to remain at school for more than a very short time,—social custom putting in a claim for their withdrawal at eight or nine years of age.

Scholarships.

157. To induce parents, against the contrary inclinings of their social system, to allow their girls to remain on at school, small scholarships, up to a certain limit, are offered to all who pass the Upper and Lower Primary Examinations. At the end of the year, 635 of these scholarships were current, against 457 last year. The extent of the increase is due to the greater numbers now attaining the prescribed standards. In the Middle Departments, with 123 pupils, 46 scholarships were current, or one for every three pupils; and in the Upper Primary Departments, with 777 pupils, 589 were current, or about three

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Female Education (Natives)

FEMALE SCHOOLS—STATEMENT OF EXPENDITURE.

			Board.				Aided.				Unaided.				Total.			
			1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
In Secondary Schools.	Anglo-Vernacular.	Provincial Revenues.	...	...	...		4,851	4,476	375	...	...	...	...	...	4,851	4,476	375	...
		District Funds	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
		Municipal Funds.	...	...	...	...	...	...	...	..	...	...	...	.	...	...	...	...
		Fees ...	...	...	.	...	2,072	2,146	...	74	...	...	...	.	2,072	2,146	...	74
		Other Sources	...	..	.	...	14,583	15,756		1,173	...	...	.		14,583	15,756		1,173
		Total ..	...	..	.	..	21,506	22,378	.	872	...	...	..	..	21,506	22,378	...	872
	Vernacular.	Provincial Revenues.	171	103	68	.	8,572	9,484	...	912	...	...	...	..	8,743	9,587	...	844
		District Funds	369	253	116	..	...	...	...	...	...	...	...	..	369	253	116	...
		Municipal Funds.	6,407	6,834	...	427	627	475	152	...	...	...	...	...	7,034	7,309	...	275
		Fees ...	..	...	...		81	85	.	4	...	...	...	.	81	85	...	4
		Other Sources	...	...	.		1,589	1,058	531	...		563	...	563	1,589	1,621	...	32
		Total ...	6,947	7,190		243	10,869	11,102	...	233	.	563	...	563	17,816	18,855	...	1,039
In Primary Schools.		Provincial Revenues.	2,501	2,369	132	.	7,909	7,799	110	...	...	...	...	...	10,410	10,168	242	...
		District Funds	13,990	12,964	1,026	.	998	752	246	...	...	...	..	.	14,988	13,716	1,272	...
		Municipal Funds.	18,963	18,728	235	...	1,890	1,695	195	...	..	...	...	.	20,853	20,423	430	...
		Fees ..	...	..	...	.	..	..	..	...	.	..	...	...	...	...	...	...
		Other Sources	7	67		60	19,850	17,840	2,010		1,335	1,226	109		21,192	19,133	2,059	...
		Total ..	35,461	34,128	1,333	.	30,647	28,086	2,561		1,335	1,226	109	.	67,443	63,440	4,003	...
Total Secondary and Primary Schools.		Provincial Revenues.	2,672	2,472	200	.	21,332	21,759	..	427	..	...	...		24,004	24,231	...	227
		District Funds	14,359	13,217	1,142	.	998	752	246	...	...	...	...	.	15,357	13,969	1,383	...
		Municipal Funds.	25,370	25,562	..	192	2,517	2,170	347	.	..	...	...	..	27,887	27,732	155	...
		Fees ..	...		...	.	2,153	2,231	..	78	...	...	..		2,153	2,231	...	78
		Other Sources	7	67		60	36,022	34,654	1,368		1,335	1,789	...	454	37,364	36,510	854	...
		Total .	42,408	41,318	1,090	..	63,022	61,566	1,453	...	1,335	1,789	..	454	1,06,765	1,04,673	2,092	...
			In Secondary Schools.				In Primary Schools.											
Scholarships.		Provincial Revenues.	6,467	3,817	2,650		12,728	9,525	3,203	..	...	...	...	.	19,195	13,342	5,853	...
		District Funds	...	...	..	.	6	7	...	1	...	...	...	.	6	7	...	1
		Municipal Funds.	48	48	...	.	12	156	..	144	...	...	...	...	60	204	...	144
		Other Sources	...	67	..	67	24	.	24	...	...	...	..	...	24	67	...	43
		Total ...	6,515	3,932	2,583	..	12,770	9,688	3,082	...	...	...	...	.	19,285	13,620	5,665	...

for every four pupils. The expenditure on these scholarships increased during the year from Rs. 13,620 to Rs. 19,285, nearly all from Provincial Revenues, the irregular awards from Local Funds having all but disappeared. It was felt last year that both the number of scholarships and the expenditure were running up too high; and a provisional reduced scale was accepted for the awards of the past year. The matter was referred to the last Educational Conference; and Government has recently, on the recommendation of that body, sanctioned the following revised rates for the future:—Upper Primary Scholarships of the fixed value of Rs. 2 per mensem, to girls of purely Vernacular Schools, who pass the Lower Primary Examination, up to a limit of 25 per cent. of the number on the rolls in the Lower Primary Department, instead of Rs. 2 or 3, and 33 per cent.; and Middle School Scholarships of Rs. 3 or 4 per mensem, to girls of purely Vernacular Schools, who pass the Upper Primary Examination, up to a limit of 20 per cent. of the number on the rolls in the Upper Primary Department, instead of Rs. 4 or 6, and 25 per cent. There can be no doubt that the institution of these scholarships has given a stimulus, however artificial, to Female Education in the manner intended; and it will, I consider, be necessary to maintain them, under gradually modified rates, for many years to come.

158. The subjoined table compares the results of the Examinations of the Secondary Departments for the last two years:— Results of Examinations for Secondary Schools.

		Entrance Examination.			Middle School Examination.			Middle Standard Examination for Girls.		
		Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.	Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Anglo-Vernacular Examination.										
Aided Schools	1891-92 ...	4	1	25·0	9	3	33·3	10	10	100·0
	1890-91 ...	2	1	50·0	6	...	...	4	3	75·0
	Increase	2	...	...	3	3	33·3	6	7	25·0
	Decrease ...	...	...	25·0	...	...	...	...	...	...
Total Anglo-Vernacular Examination.	1891-92 ..	4	1	25·0	9	3	33·3	10	10	100·0
	1890-91 ...	2	1	50·0	6	...	..	4	3	75·0
	Increase	2	...		3	3	33·3	6	7	25·0
	Decrease ...	...	...	25·0	...	...	...	...	...	...
Vernacular Examination.										
Board Schools	1891-92 ..	...	...	...	...	...	...	9	5	55·5
	1890-91 ...	...	...	...	...	...	...	6	4	66·7
	Increase	...	...	...	...	...	...	3	1	...
	Decrease ...	...	...	...	...	...	...	...	...	11·2
Aided Schools	1891-92 ...	...	...	...	...	...	...	20	18	90·0
	1890-91 .	...	...	...	...	...	...	6	2	33·3
	Increase	...	...	...	...	...	...	14	16	56·7
	Decrease ...	...	...	...	...	...	...	...	...	...
Unaided Schools.	1891-92 ...	...	...	...	...	...	...	...	...	...
	1890-91 ...	..	...	...	...	...	...	4	1	25·0
	Increase	...	...	...	...	...	...	...	...	...
	Decrease ...	...	...	...	...	...	...	4	1	25·0
Total Vernacular Examination.	1891-92 ...	..	...	...	...	...	...	29	23	79·3
	1890-91 ...	...	...	...	...	...	...	16	7	43·7
	Increase	...	...	...	...	...	...	13	16	35·6
	Decrease ...	...	...	...	...	...	...	...	...	...
Grand Total Anglo-Vernacular and Vernacular Examinations.	1891-92 ...	4	1	25·0	9	3	33·3	39	33	84·6
	1890-91 ...	2	1	50·0	6	...	...	20	10	50·0
	Increase	2	...	...	3	3	33·3	19	23	34·6
	Decrease ..	...	...	25·0	...	...	...	...	...	...

Female Education (Natives).

Four candidates went up to the Entrance Examination of the Calcutta University, of whom one, belonging to the Lady Dufferin School, Lahore, passed. For the Middle School Examination, 9 candidates went up, and 3 passed,—all from the Lady Dufferin School. But, for native girls, the Middle Standard Examination has practically taken the place of the Middle School Examination, although a few still like to be tested by the Boys' standard; and, in the last examination, 39 candidates appeared, of whom 33 passed, or nearly 85 per cent., against 10 out of 20 last year. Of the 33 successful candidates, 15 were Christian girls, 5 Muhammadan, and 13 Hindú or Sikh. Twenty took Urdú as their Vernacular, 9 Gurmukhí, and 4 Hindí. "The large number of passes," says Miss Francis, "is partly due to the Alexandra School having sent up 8 candidates to this examination, all of whom passed, instead of to the Middle School Examination as heretofore; partly to the comparative easiness of the papers; and partly to Mrs. Steel's book on Physiology and Hygiene being an easier subject than Mathematics or a Classical Language, which formerly took its place." It is right enough to avoid exacting a too high standard from girls at the present stage of their acquaintance with written examinations; but it is probable that some of the last year's papers were of a lower standard than they need have been.

Results in Primary Examinations.

159. The statement below gives the results for the last two years of the Upper and Lower Primary Examinations:—

		Number of candidates.	Number passed.	Percentage of passes on number of candidates.
Upper Primary Examination.				
Board Schools	1891-92	203	137	67·5
	1890-91	145	113	77·9
	Increase	58	24	...
	Decrease	...	...	10·4
Aided Schools	1891-92	85	67	78·8
	1890-91	49	30	61·2
	Increase	36	37	17·6
	Decrease	...	...	...
Unaided Schools	1891-92	..	...	..
	1890-91	6	4	66·7
	Increase	...	...	..
	Decrease	6	4	66·7
Total	1891-92	288	204	70·8
	1890-91	200	147	73·5
	Increase	88	57	...
	Decrease	...	...	2·7
Lower Primary Examination.				
Board Schools	1891-92	545	335	61·5
	1890-91	515	323	62·7
	Increase	30	12	...
	Decrease	...	...	1·2
Aided Schools	1891-92	366	226	61·7
	1890-91	208	127	61·1
	Increase	158	99	·6
	Decrease	...	...	...
Unaided Schools	1891-92	...	..	...
	1890-91	3	1	33·3
	Increase	...	...	...
	Decrease	3	1	33·3
Total	1891-92	911	561	61·6
	1890-91	726	451	62·1
	Increase	185	110	...
	Decrease	...	...	·5

At the Upper Primary Examination there were 288 candidates and 204 passes, or 70 per cent., against 147 out of 200 last year. The numbers are greater; but there is a slight falling off in the percentage of passes. At the Lower Primary Examination, there were 911 candidates and 561 passes, or 61 per cent., against 451 out of 726 in the previous year. The increase in the numbers is hopeful; and it may be noted that the percentage of passes in the Upper Primary Examination is about the same as that returned for Boys' Schools, whilst in the Lower Primary Examination it is a good deal lower. The weak subjects, the Inspectress of Schools states, are those in which intelligent teaching is required; and it will be a long time, under the parda system, before it can be otherwise. There are, however, already glimmerings of light; and Miss Francis instances the case of a girl in the Municipal Board School, Gujránwála, who objected to a book *because it had no explanations.*

160. Needle-work and Domestic Economy ought to be *compulsory* subjects in every Girls' School; but, until the means exist for efficient instruction in these, on the lines required for the country, they will have to remain, as at present, only *optional* subjects. But increasing attention is being everywhere given to them. Regarding Needle-work, the Inspectress of Schools makes the following remarks:— Needle-work.

"I regret that needle-work is still generally unsatisfactory, though, in the Victoria School, both plain needle-work and *phulkári* work have improved. Owing to the simplicity of native dress, needle-work is not of the same household importance as in England, where making and mending clothes form a large part of a housewife's duties. But, as a training in neatness and accuracy, it should be like every well-executed handwork, a valuable part of education. Unfortunately, except the plain needle-work taught in the Christian Boarding Schools, and the indigenous *phulkári* work in Ráwalpindi, the work is not well enough taught to be of any value. Some other kinds of needle-work are practised, in all of which the girls show much facility of design, but a want of cleanliness and neatness."

What, of course, is primarily wanted is proficiency in the forms of knitting, sewing, and embroidery, which are useful and valued in the household.

161. It is, I find, as stated by the Inspector of Schools, Jullundur Circle, in his last year's report, a very generally accepted opinion, that sufficient cooking and house-keeping, for the simple wants and habits of the people, are learnt by the girls from their mothers, or other female relatives, *at home;* and this only emphasizes the necessity of particular attention being paid to these important subjects in the Boarding Houses, which are the *homes*, for the time being, of the children. Yet it does not appear that this is always the case, although there are a few notable exceptions. It will be long before any but the best schools are practical lessons in neatness, cleanliness, and hygiene; but the introduction into the Middle Schools of the Sughar Bibí, or Good House-mother, is being already attended with good results. Lálá Piyáre Lál suggests the introduction of the *First Part* into the Courses of Reading for Primary Schools; but the preparation of a special book for this purpose has been in hand for some time. Domestic Economy.

162. The behaviour of the girls is, without exception, favourably reported of. They are gentle and docile, and want only training and influence to produce most useful results. The tone and discipline of the Christian Boarding Houses are, in most instances, very good; and the influence of the European ladies in Mission and other Schools, and of other cultured super- Conduct and discipline.

Female Education (Natives).

intendents, is remarkable. As for the Village Schools, cut off from such influences, we shall have to wait for the rising generation of native Female Teachers, which is, as yet, but a very slow growth. Meanwhile, the girls are learning to come to school, more or less, at the proper time; to sit still whilst at school; to give some attention to their lessons; to be clean, and neat, and, perhaps, industrious; and these are important elements of discipline and moral training. The Inspector of Schools, Lahore Circle, regrets that no 'special provision for moral instruction' is made in the Scheme of Studies, as that would be likely to commend itself to parents who might be opposed to merely secular education; but this matter has, for some time, been receiving attention.

Progress during the year.

163. Tested by the increase in the total number of scholars, by the greater number reading in the higher classes, by the improved examination results, and by the less hostile and indifferent attitude of the people, there is little doubt that the past year has been one of real, if not great, progress in Female Education. All the Inspectors write of a perceptible advance in some degree. In particular places, as in Siálkot, the advance has been striking. Of the Central Punjab, where the enterprise is at its best, Mr. Lewis, the Inspector, remarks:—"The general state of education in the city of Amritsar is exceptionally satisfactory; and, in the District, there has been encouraging progress. In the Lahore and Jhang Districts there has also been a steady advance. In Gujránwála, the Infant and Lower Primary Departments have been neglected for the sake of the Middle and Upper Primary Departments, which is a serious mistake. In the Gurdáspur and Montgomery Districts, the condition of the Female Schools is unsatisfactory." Others write in the same strain; and it is satisfactory to learn from Mr. Thompson, that Bedí Khem Singh's Schools, in the Ráwalpindi and Jhelum Districts, are working satisfactorily on the new lines, and that "there is reason to believe that there are signs of improvement in these schools." That it is not all onward moving will be understood from the following remarks of Lálá Piyáre Lál, after expressing himself satisfied with the progress, on the whole:—But the fact remains, that in one District, the Local Bodies have made no efforts to provide the means of education for girls, and, in another, half the number of female schools are practically worthless."

Prospects

164. The two great obstacles to the advance of female education,—the want of qualified female teachers, and the prejudice and doubts of the people,—will not soon disappear; but every year shows a change for the better in these respects; and the outlook to-day may safely be said to be more hopeful than ever before. It is true that the educated classes do not lead and champion this movement as they might have been expected to do; and there is also an influence abroad at present, fostered, it is believed, by a section of the educated community, which is distinctly adverse to female education; but something is being done in almost every District as a beginning and sample of this experiment. Where female teachers are not available, respected Maulavís and Pandits are made use of, as in the indigenous system; and there is no reason, if the right men are employed, why the results, as a beginning, should not be respectable enough. What has to be avoided is the keeping on, in the name of female education, as is occasionally done, of schools merely for the purpose of providing a livelihood to inefficient men, "who would otherwise be dependent," as the Jullundur Inspector puts it, "on the charity of their neighbours."

CHAPTER VII.

THE EDUCATION OF SPECIAL CLASSES.

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SECTION A.—EUROPEANS AND EURASIANS.

Statistics.

165. The statement on the following page gives the number of European Schools in the Punjab at the end of the year, and the number and distribution of the scholars attending these, together with the figures for the previous year.

Number of schools and scholars.

166. The number of Public Schools rose by one during the year, and is now 33, namely, 12 Boys' and 21 Girls' Schools. The return of Private Schools is, I regret, imperfect, the statistics of a number of these not having been supplied to the Inspector. Of the 33 Public Schools, the Asylums at Sanáwar and Murree, with a Boys' and a Girls' School each,—in all 4 Schools,—continue under Government management; 27 are Aided and 2 Unaided Schools. The number of scholars rose during the year from 1964 to 2068, the increase being wholly in the Girls' Schools. The number of girls at Public Schools is now about one-third more than that of boys. Omitting the Sanáwar and Murree Asylums, which are exclusively for soldiers' children, the present total return of 1445 for both Public and Private Schools gives about 17 per cent. of the European non-military population of the Province as under instruction. But most of the Hill Schools draw pupils from beyond the Province; and several of the schools, especially the Simla Convent, have a not inconsiderable element of military pupils.

Stages of instruction.

167. According to the grade of instruction imparted, there are now 4 High Schools in the Province as last year, 24 Middle Schools, against 21, and 5 Primary Schools, against 7. The analysis, in this respect, last year included, as previously, the 4 Asylums as High Schools; but it is more correct to reckon these as Middle Schools, which I have now done. The number of scholars reading in the High School classes is 92; in the Middle School classes, it is 511; and in the Primary classes, 1465. The number at the High stage is about stationary,—a decline on the boys' side being all but made up by a rise on the girls' side; more than one-half of the total advance in attendance is at the Middle stage, mostly on the boys' side; but 1465, or 70 per cent. of the whole, are still at the Primary, or elementary, stage of instruction. It may be observed, as was to be expected, that there are more boys than girls in attendance on the Secondary classes.

CHAP. VII.—EDUCATION OF SPECIAL CLASSES.

NUMBER AND DISTRIBUTION OF SCHOOLS AND SCHOLARS.

		Boys.				Girls.				Total.			
		1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
Number of Schools.	Sanáwar Asylum	1	1	...	...	1	1	...	...	2	2	...	...
	Murree Asylum	1	1	..	...	1	1	...	...	2	2	...	...
	Aided ... ... High	2	2	...	...	2	2	...	...	4	4	...	...
	Aided ... ... Middle	6	5	1	...	13	11	2	...	19	16	3	...
	Aided ... ... Primary	2	3	...	1	2	4	...	2	4	7	..	3
	Aided ... ... Total ...	10	10	...	...	17	17	...	...	27	27	..	...
	Unaided... ... Middle	...	...	...	...	1	1	...	...	1	1	...	...
	Unaided... ... Primary	...	...	...	...	1	...	1	...	1	...	1	...
	Unaided... ... Total ...	...	...	...	...	2	1	1	...	2	1	1	...
	Total Public Schools ...	12	12	...	...	21	20	1	...	33	32	1	...
	Private Schools	2	4	...	2	3	5	...	2	5	9	...	4
	Total Public and Private Schools ...	14	16	...	2	24	25	...	1	38	41	...	3
Number of Scholars in	Sanáwar Asylum	279	259	20	...	228	210	18	...	507	469	38	...
	Murree Asylum	91	91	...	...	80	84	...	4	171	175	...	4
	Aided Schools ... High	179	182	...	3	102	78	24	...	281	260	21	...
	Aided Schools ... Middle	270	252	18	...	664	588	76	...	934	840	94	...
	Aided Schools ... Primary	72	107	...	35	57	94	...	37	129	201	...	72
	Aided Schools ... Total ...	521	541	...	20	823	760	63	...	1,344	1,301	43	...
	Unaided Schools Middle	...	..	...	...	24	19	5	...	24	19	5	...
	Unaided Schools Primary	...	...	...	...	22	...	22	...	22	...	22	...
	Unaided Schools Total ...	...	...	...	...	46	19	27	...	46	19	27	...
	Total Public Schools ...	891	891	...	...	1,177	1,073	104	...	2,068	1,964	...	104
	Private Schools	29	63	...	34	26	42	...	16	55	105	...	50
	Total Public and Private Schools ...	920	954	...	34	1,203	1,115	88	...	2,123	2,069	54	...
Scholars in Public Schools in	High Stage	69	80	...	11	23	13	10	...	92	93	...	1
	Middle Stage	241	205	36	...	270	249	21	...	511	454	57	...
	Total Secondary Stage ...	310	285	25	...	293	262	31	...	603	547	56	...
	Upper Primary Stage	234	248	...	14	313	268	45	...	547	516	31	...
	Lower Primary Stage	347	358	...	11	571	543	28	...	918	901	17	...
	Total Primary Stage ...	581	606	...	25	884	811	73	...	1,465	1,417	48	...
	Total Secondary and Primary Stages	891	891	...	...	1,177	1,073	104	...	2,068	1,964	104	...

STATEMENT OF EXPENDITURE.

		In Boys' Schools.				In Girls' Schools.				Total.			
		1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.
Establishment and Contingencies.													
Sanawar Asylum.	Imperial Revenues	15,323	16,037	...	714	7,359	7,012	347	...	22,682	23,049	...	367
	Fees	1,462	1,384	78	...	731	692	39	...	2,193	2,076	117	...
	Total ...	16,785	17,421	...	636	8,090	7,704	386	...	24,875	25,125	...	250
Murree Asylum.	Provincial Revenues	6,252	6,708	...	456	4,784	4,925	...	141	11,036	11,633	...	597
	Total ...	6,252	6,708	...	456	4,784	4,925	...	141	11,036	11,633	...	597
Aided High Schools.	Provincial Revenues	8,500	8,310	190	...	3,933	3,860	73	...	12,433	12,170	263	...
	Fees	19,346	19,112	234	...	9,194	8,168	1,026	...	28,540	27,280	1,260	...
	Other Sources ...	4,574	1,232	3,342	..	...	...	...	...	4,574	1,232	3,342	...
	Total ...	32,420	28,654	3,766	...	13,127	12,028	1,099	...	45,547	40,682	4,865	...
Aided Middle Schools.	Provincial Revenues	7,608	6,373	1,235	...	17,888	15,993	1,895	...	25,496	22,366	3,130	...
	Fees	5,451	6,891	...	1,440	19,065	13,398	5 667	...	24,516	20,289	4,227	...
	Other Sources ...	5,262	6,913	...	1,651	4,123	5,895	...	1,772	9,385	12,808	...	3,423
	Total ...	18,321	20,177	...	1,856	41,076	35,286	5,790	...	59,397	55,463	3,934	...
Aided Primary Schools.	Provincial Revenues	1,698	1,964	...	266	850	1,412	...	562	2,548	3,376	...	828
	Fees	939	1,002	...	63	1,473	3,299	...	1,826	2,412	4,301	...	1,889
	Other Sources ...	1,555	2,101	...	546	810	3,123	...	2,313	2,365	5,224	...	2,859
	Total ...	4,192	5,067	...	875	3,133	7,834	..	4,701	7,325	12,901	...	5,576
Total Aided Schools.	Provincial Revenues	17,806	16,647	1,159	...	22,671	21,265	1,406	...	40,477	37,912	2,565	...
	Fees	25,736	27,005	...	1,269	29,732	24,865	4,867	...	55,468	51,870	3,598	...
	Other Sources ...	11,391	10,246	1,145	...	4,933	9,018	...	4,085	16,324	19,264	...	2,940
	Total ...	54,933	53,898	1,035	...	57,336	55,148	2,188	...	1,12,269	1,09,046	3,223	...
Unaided Middle Schools.	Fees	...	...	...	...	431	2,015	...	1,584	431	2,015	...	1,584
	Other Sources ...	...	...	...	...	786	300	486	...	786	300	486	...
	Total ...	..	...	...	...	1,217	2,315	...	1,098	1,217	2,315	...	1,098
Unaided Primary Schools.	Fees	...	...	...	...	407	...	407	...	407	...	407	...
	Other Sources ...	...	...	...	...	78	...	78	...	78	...	78	...
	Total ...	...	...	...	...	485	...	485	...	485	...	485	...
Total Unaided Schools.	Fees	...	...	...	...	838	2,015	...	1,177	838	2,015	...	1,177
	Other Sources ...	...	...	...	...	864	300	564	...	864	300	564	...
	Total ...	...	...	...	...	1,702	2,315	...	613	1,702	2,315	...	613
Total Public Schools.	Imperial Revenues	15,323	16,037	...	714	7,359	7,012	347	...	22,682	23,049	...	367
	Provincial Revenues	24,058	23,355	703	...	27,455	26,190	1,265	...	51,513	49,545	1,968	...
	Fees	27,198	28,389	...	1,191	31,301	27,572	3,729	...	58,499	55,961	2,538	...
	Other Sources ...	11,391	10,246	1,145	...	5,797	9,318	...	3,521	17,188	19,564	...	2,376
	Total ...	77,970	78,027	...	57	71,912	70,092	1,820	...	1,49,882	1,48,119	1,763	...
Scholarships.													
Number of Government Scholarships		16	18	...	2	10	12	...	2	26	30	...	4
Number of other Scholarships ...		2	2	...	...	...	1		1	2	3	...	1
Expenditure from ...	Provincial Revenues	921	1,176	..	255	702	645	57	...	1,623	1,821	...	198
	Other Sources ...	130	130	...	...	...	120	...	120	130	250	..	120
	Total ...	1,051	1,306	...	255	702	765	...	63	1,753	2,071	...	318

Europeans and Eurasians.

Expenditure.

168. The table on the preceding page gives the total direct expenditure from different sources during the year, together with the number and cost of scholarships. The total expenditure shows an increase of Rs. 1,763, or about 1·2 per cent., against a little over 9 per cent. last year. Of the total expenditure, Rs. 74,195, or nearly one-half, were contributed by Government. Leaving out Rs. 22,682 paid from Imperial Revenues on the Sanáwar Asylum, and Rs. 11,036 from Provincial Revenues on the Murree Asylum, the actual cost to Government on the ordinary schools amounted to Rs. 40,477, or Rs. 2,565 more than last year. The total expenditure on these schools, still excluding Asylums, was Rs. 1,13,971, or about Rs. 82 per scholar, per annum, towards which Government contributed a little over Rs. 29 per head, or practically the same as last year.

Fees.

169. The income from fees continues to rise with the increase and advance upwards of the scholars, and now stands at Rs. 58,499 for the past year. On the whole, the fees cover a good deal over one-third of the expenditure; and in the ordinary schools, which are all Aided Schools, they amount to about one-half of the expenditure, the average fee, per scholar, being a little over Rs. 41 per annum. As the Fees increase, the expenditure from Other Sources, chiefly Subscriptions and Endowments, naturally falls; and Rs. 17,188 is the present record under that head, or about Rs. 12 per scholar.

Scholarships.

170. As explained last year, *ten* Middle School, and *six* High School scholarships are competed for annually; and as the former are tenable for three years, and the latter, ordinarily, for two years, provision is made altogether for 38 Government scholarships. During the past year, 26 of these were current, against 30 in the previous year. Two other Endowment scholarships were also current, making in all 28 scholarships, or an average of one in about every 22 of the scholars in the departments in which the scholarships are tenable. The schools which chiefly distinguished themselves in the last Scholarship Examination were the Lawrence Memorial Asylum at Murree, the Ayrcliff Girls' School, and the Bishop Cotton School at Simla. The total expenditure on scholarships for the year was Rs. 1,753, to which Government contributed Rs. 1,623. These scholarships, it is believed, continue to be a useful incentive to diligence in many of the schools.

Examination results.

171. The table on the opposite page gives the results of the University Entrance, and of the various Departmental Standard Examinations for the past year. The details of the Scholarship Examinations already referred to are also given. In the Entrance Examination of the Calcutta University, out of 15 candidates, only 4 passed, or 26 per cent., against 16 out of 18, or 88 per cent., in the previous year. The Bishop Cotton School contributed all the passes, out of 10 candidates, or 40 per cent.; whereas the remaining 5 candidates from the Boys' High School, Lahore, all failed. It has already been stated in Chapter III, that 4 students from the Bishop Cotton School succeeded in passing the last First Arts Examination of the Calcutta University, which is highly creditable to that institution. In the Final Standard Examination, only 12 candidates appeared, of whom 10 passed, or 83 per cent., against the same number of passes out of 26 candidates last year. Three of the candidates, it may be observed, were girls from three different schools, all of whom passed. The anticipation formed last year, that the number of candidates in this examination would be likely to

RESULTS OF EXAMINATIONS.

Europeans and Eurasians.

			Number of Candidates.				Number of Passes.				Percentage of Passes on Number of Candidates.			
			1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
Entrance Examination.	Boys	... ...	15	18	...	3	4	16	...	12	26·6	88·9	...	62·3
Final Standard Examination.	Boys	... ...	9	18	...	9	7	9	...	2	77·7	50·0	27·7	...
	Girls	... ...	3	8	...	5	3	1	2	...	100 0	12·5	87·5	...
Standard VII.	Boys	Sanáwar Asylum...	6	5	1	...	4	2	2	...	66·6	40·0	26·6	...
		Murree Asylum ...	...	15	...	15	...	14	...	14	...	93·3	...	93·3
		Aided Schools ...	38	27	11	...	31	15	16	...	81·5	55·6	25·9	...
		Total ...	44	47	...	3	35	31	4	...	79·5	65·9	13·6	...
	Girls	Sanáwar Asylum...	10	7	3	...	6	2	4	...	60·0	28·6	31·4	...
		Murree Asylum ...	6	6	..	...	3	4	...	1	50·0	66·7	...	16·7
		Aided Schools ..	36	36	...	...	28	21	7	..	77·7	58·3	19·4	...
		Total ...	52	49	3	...	37	27	10	...	71·1	55·1	16·0	...
Standard IV.	Boys	Sanáwar Asylum...	40	35	5	...	34	17	17	...	85·0	48·6	36·4	...
		Murree Asylum ...	15	16	...	1	10	8	2	...	66·6	50·0	16·6	...
		Aided Schools ...	67	57	10	...	44	32	12	...	65·6	56·1	9·5	...
		Total ..	122	108	14	...	88	57	31	...	72·1	52·8	19·3	...
	Girls	Sanáwar Asylum...	22	22	...	...	20	15	5	...	90·9	68·2	22·7	...
		Murree Asylum ..	12	12	...	...	5	9	...	4	41·6	75·0	...	33·4
		Aided Schools ...	89	78	11	...	50	49	1	...	56·1	62·8	...	6·7
		Total ...	123	112	11	...	75	73	2	...	60·9	65·2	...	4·3
Standard II.	Boys	Sanáwar Asylum...	34	27	7	...	21	21	...	...	61·7	77·8	...	16·1
		Murree Asylum ...	10	9	1	...	9	7	2	..	90·0	77·8	12·2	...
		Aided Schools ...	69	59	10	...	39	36	3	...	56·5	61·0	...	4·5
		Total ...	113	95	18	...	69	64	5	...	61·0	67·4	...	6·4
	Girls	Sanáwar Asylum...	27	21	6	...	17	10	7	...	62·9	47·6	15·3	...
		Murree Asylum ...	17	10	7	...	11	4	7	...	64·7	40·0	24·7	...
		Aided Schools ...	105	99	6	...	58	67	...	9	55·2	67·7	...	12·5
		Total ...	149	130	19	...	86	81	5	...	51·0	62·3	...	11·3
Scholarship Examinations. Middle Standard Examination.	Boys	Murree Asylum ...	2	3	...	1	2	1	1	...	100·0	33·3	66·7	...
		Aided Schools ...	9	8	1	...	7	8	...	1	77·7	100·0	...	22·3
		Total ...	11	11	...	...	9	9	...	...	81·8	81·8	...	...
	Girls	Murree Asylum ...	4	2	2	...	...	...	...	...	...	...	...	...
		Aided Schools ...	12	7	5	...	7	6	1	...	58·3	85·7	...	27·4
		Total ...	16	9	7	...	7	6	1	...	43·7	66·7	...	23·0
Primary Standard Examination.	Boys	Murree Asylum ..	10	16	...	6	10	7	3	...	100·0	43·7	56·3	...
		Aided Schools ...	25	13	12	...	17	11	6	...	68·0	84·6	...	16·6
		Total ...	35	29	6	...	27	18	9	...	77·1	62·1	15·0	...
	Girls	Murree Asylum ...	6	1	5	...	3	...	3	...	50·0	...	50·0	...
		Aided Schools ...	37	19	18	...	28	13	15	...	75·6	68·4	7·2	...
		Total ...	43	20	23	...	31	13	18	...	72·0	65·0	7·0	...

Europeans and Eurasians

increase, on account of its being recognised by the Punjab University as equivalent to the Entrance Examination, has not been realised; but the fact was probably not generally known at the time of the last examination. In the VII Standard Examination, with 72 passes out of 96 candidates, or 75 per cent., the results were a great advance on those of the previous year. In the IV Standard, 163 out of 245 passed, or 66 per cent., the percentage for the Sanáwar Asylum, especially on the girls' side, being remarkable. In the II Standard, with 155 passes out of 262 candidates, or 59 per cent., the results are scarcely so good as in the previous year, although the boys of the Murree Asylum, with 90 per cent. of passes, did very well. "On the whole," the Inspector remarks, "the testimony offered by the examination results, is favourable as regards the progress during the year."

Discipline and conduct.

172. The discipline and tone of the schools are, as a rule, all that could be desired; and the conduct of the scholars is favourably reported on. In some instances, the attendance is not so regular as it might be; and the teachers are not always supported in this way, and in home work, by the parents as they have a right to expect. The adoption during the year of *Inter-School Rules* is likely to check, in great measure, the unnecessary, and sometimes vexatious, passing and repassing of children from one school to another.

Boarding Schools

173. A large proportion of the Schools for European children are both Boarding and Day Schools; and, generally speaking, the arrangements for the health, comfort, and supervision of the boarders are satisfactory: in not a few cases, they are excellent. In one or two instances, where the present accommodation is unsuitable, it is temporary only, as in the case of the Cathedral Orphanages at Lahore, for which new buildings are in course of erection. The domestic, as well as physical, training given in the two Lawrence Asylums, and in the Mayo School at Simla, is a type of what should have the utmost attention in every Middle Class School for Europeans in the Province. The influence is spreading, as well as the sense of what is fitting; and the effect of learning to be of use is reflected back on the whole tone of a few of such schools.

Progress during the year.

174. To judge from the smaller number of boys under instruction than girls, and from there being but 12 Boys' Schools in the Province as against 21 Girls' Schools, it is probable that the provision for male education is not quite adequate. Hence the Committee of the Lawrence Asylum at Murree have recently made a representation to Government on the subject. But the action, during the year, of the Anglo-Indian Children's Relief Association bodes well for improvement, in this respect, in the near future. The numerical increase since last year, and the favourable examination results, are evidence of fair progress, on the whole; but a number of the plain schools, especially those depending on the shifting Railway population, are not yet what they might be. Mr. Lewis points to a defect of considerable moment in the following remarks:—"In most of the Middle and High Schools there is a tendency, encouraged by the hope of earning a larger grant, to promote the scholars too rapidly from one Standard to another, and to present them for examination in a greater number of subjects than it is possible for them to study with any profit during the time allowed for them. Hence there was a general failure in some of the class subjects in many of the schools in the plains, which I examined last March. The fault has been pointed out, and will, I hope, be remedied, so that the work done during the current year may be more thorough."

Europeans and Eurasians.

It may be noted as an important new departure, if not as a mark of actual progress, that the Pupil Teacher system, as laid down in the Code for European Schools, was practically given effect to during the year, for the first time in the Province, by the employment of four Pupil Teachers in the Sanáwar Asylum, and of one in the Mayo School. This, it is hoped, will not only supply the necessary teaching strength to the schools concerned, but will also, in the long run, increase the supply of efficient teachers for the schools generally in the Province.

Lawrence Military Asylum, Sanáwar.

175. The special report of the Inspector of European Schools on the Lawrence Military Asylum, Sanáwar, was submitted to Government in the end of October last. The number on the rolls, at the end of the official year, was 509,—281 boys, and 228 girls,, or 40 more than last year. Instructionally, the year was one of much progress. On both the Boys' and Girls' sides, under the new Head Master and Head Mistress, the proficiency and tone of the classes had been greatly raised. The improvement in the Infant Department is also very marked; and the drill and songs are excellent. The Principal speaks in terms of high praise of the new heads of the various School Departments, especially of Miss Parker, the Head Mistress; and there can be no doubt that under the improved arrangements, and methods, and influence of these teachers, good, in every way, will accrue to the institution. The industrial and domestic parts of the training continue to receive every attention. On the Boys' side, instrumental music, telegraphy, printing, and shoe-making—carpentry is in abeyance at present—are taught with useful results; and five boys passed the Subordinate Medical Examination during the year. On the Girls' side, sewing and general house-wifery—the principle of self-help being, wherever possible, put into practice—form an essential part of the instruction. All the departments of the institution are regularly drilled; the Musical Drill is performed with much precision and effect; and the Athletics of the boys receives much attention. The health of the children remained fairly good throughout the year; the lodging, clothing, and dieting arrangements are well suited to the circumstances; the discipline and behaviour are favourably reported of; and the general appearance continues excellent.

Lawrence Memorial Asylum, Murree.

176. The number on the rolls of the Lawrence Memorial Asylum at Murree, at the end of the year, was 171,- 91 boys and 80 girls, or 4 less than last year. The Inspector's Report was, as usual, very favourable on almost all points. "From Dr. Stulpnagel's Report," writes the present Inspector, "it appears that this institution continued efficient on the literary as well as the industrial side. The results of the examinations in the Boys' Department compared favourably with any other Middle School. But there was a deficiency on the part of the girls, accounted for partly by deficiency of intelligence, and partly by the heavy domestic work required of them. Their singing and needle-work (examined by the prescribed standards) were excellent. Physical education was properly attended to; and the dormitories, premises, and internal arrangements were excellent." Allusion has already been made to the position taken by this Asylum in the Scholarship and II Standard Examinations.

Private Schools.

177. As already stated, the return of Private Schools is incomplete. This is to be regretted, as the gauging of the increase of the European scholars in the Province is, at the present time, important. The Inspector, however, failed to obtain the returns in the usual way. He says:—"Deputy Commissioners and Chaplains of various stations have been addressed, with the

Muhammadans.

object of obtaining information regarding Private Schools; but the information supplied is defective. There are certainly more Private Schools in Hill Stations than I am able to show in the returns."

SECTION B.—MUHAMMADANS.

Statistics.

178. The table on the next page gives the number of Muhammadans attending the various educational institutions in the Province during the last two years. Similar returns of Hindús and Sikhs are included for the sake of comparison.

Numbers and Comparisons.

179. The total number of Muhammadans under instruction rose during the past year from 128,879 to 131,493, or by about 2 per cent. The increase was solely in the males, and chiefly in the Public Schools, the number of females having declined by as many as 3462, or about 23 per cent. On the side of the males, there is an increase in both Public and Private Schools, and, generally, in all the kinds of the former. On the side of the females, there is a small rise in the Public Schools, but a great fall in the Private Schools. The latter, however, as will be seen from the next Chapter, is mostly attendance on purely Rote Schools, which have little educational value. The percentage under instruction of any kind of boys of a school-going age is 12·92; whereas the similar percentage for girls is only 1·37. The recent Census returns having been taken for this year, a comparison with the last year's percentages would be of no value. The percentage under instruction for Hindús is 15·29 for boys, and ·98 for girls; and for Sikhs, it is 16·83 for boys, and 1·99 for girls. The difference is most striking in the returns for Public Schools, and for Anglo-Vernacular Secondary Schools, where the Hindús and Sikhs attend between double and treble the extent to which Muhammadans do. Taking attendance on Public Schools as the most reliable test of real advance in education, it will be found that whilst only 1 in 17 Muhammadan boys of a school-going age attend these, and 1 in 188 girls, the corresponding return for Hindús is about 1 in 9 for boys, and 1 in 122 for girls, and for Sikhs, 1 in a little over 8 for boys, and 1 in 56 for girls. Taking Private as well as Public Schools, the comparison is a good deal more favourable to Muhammadans, owing to the vast number of Qurán, or purely religious, Schools.

Growing popularity of English education.

180. But, as stated in last report, it is mainly from the numbers in the higher stages of instruction, and especially of instruction in English, that we can gauge the attitude of the Muhammadan community towards our educational system. And, in this respect, the advance continues to be marked. In schools for Secondary Education, there is an increase of nearly 10 per cent., chiefly in Anglo-Vernacular Schools. In Arts Colleges, the increase is over 13 per cent.; and, in most of the advanced special institutions, there is a slight rise. In the last B. A. Examination, 12 places in the pass list were taken by Muhammadans, one of these being the absolutely first, in the First Division. The only M. O. L. was a Muhammadan; and another stood second in the B. O. L. list. Twenty-eight of the places in the Intermediate Examination, or over one-sixth of the whole, were taken by Muhammadans. There is also a good deal of private enterprise among the community in favour of English education, which, there can be no doubt, is steadily growing in popularity. It may be noticed here that Government has recently sanctioned the continuance of the Jubilee Scholarships, instituted in favour of the Muhammadan community, for a further period of five years.

TABLE SHOWING THE NUMBER OF MUHAMMADANS, HINDUS, AND SIKHS IN ATTENDANCE AT THE VARIOUS EDUCATIONAL INSTITUTIONS.

	Muhammadans.				Hindus.				Sikhs.			
	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
SCHOLARS IN INSTITUTIONS FOR MALES.												
Arts Colleges, English ...	84	74	10	...	329	271	58	...	35	36	...	1
Oriental College	43	49	...	6	19	19	...	...	10	11	...	1
Medical College	29	24	5	...	93	76	17	...	6	11	...	5
In Secondary Stage. Anglo-Vernacular	2,647	2,410	237	...	5,588	5,134	454	...	814	716	98	...
In Secondary Stage. Vernacular ...	1,326	1,212	114	...	2,208	2,190	18	...	601	567	34	...
In Primary Stage	49,985	45,914	4,071	...	60,444	56,474	3,970	...	12,356	11,710	646	...
In Training Schools	125	128	...	3	187	183	4	...	45	31	14	...
In School of Art	65	58	7	...	25	19	6	...	41	39	2	...
In Law School	16	13	3	...	63	46	17	...	5	6	...	1
In Medical School	52	68	...	16	95	75	20	...	25	24	1	...
In Industrial Schools	256	183	73	...	71	47	24	...	114	112	2	...
In Other Special Schools ...	72	63	9	...	11	10	1	...	14	10	4	..
Total Public Institutions ...	54,700	50,196	4,504	...	69,133	64,544	4,589	...	14,066	13,273	793	...
Scholars at Private Schools ...	65,622	64,050	1,572	...	27,214	22,582	4,632	...	5,720	4,894	826	...
Total Scholars at Institutions of all kinds	120,322	114,246	6,076	...	96,347	87,126	9,221	...	19,786	18,167	1,619	...
Percentage on boys of school-going age of—												
Scholars in Secondary Stage of Anglo-Vernacular Schools	·28	·28	...	...	·89	·88	·01	...	·69	·75	...	·0
Scholars attending Public Institutions	5·87	5·93	...	·06	10·97	11·08	...	·11	11·97	13·84	...	1·87
Scholars attending Institutions of all kinds	12·92	13·50	...	·58	15·29	14·96	·33	...	16·83	18·94	...	2·11
SCHOLARS IN INSTITUTIONS FOR FEMALES.												
In Secondary Stage. Anglo-Vernacular	1	2	...	1	...	...	...	...	...	...	...	...
In Secondary Stage. Vernacular ...	23	22	1	...	30	24	6	...	11	7	4	...
In Primary Stage	4,264	3,894	370	...	4,336	3,802	534	...	1,605	1,461	144	...
Total Public Schools ..	4,288	3,918	370	...	4,366	3,826	540	...	1,616	1,468	148	...
Scholars at Private Schools ...	6,883	10,715	...	3,832	826	885	...	59	186	251	...	65
Total Scholars at Schools of all kinds	11,171	14,633	...	3,462	5,192	4,711	481	...	1,802	1719	83	...
Percentage on girls of school-going age of—												
Scholars attending Public Schools	·53	·53	...	...	·82	·79	·03	...	1·78	2·03	...	·25
Scholars attending Schools of all kinds	1·37	2·00	...	·63	·98	·97	·01	...	1·99	2·38	...	·39

Native Chiefs.

Schools specially for Muhammadans.

181. The schools for the special benefit of Muhammadans remain as last year. In Delhi, the Anglo-Arabic School, supported on the proceeds of the Itmád-ud-Daula Fund, and the best school of its kind in the Province, has recently removed into the building of the old Ghází-ud-dín Madrassa, which has been adapted, and made over by Government for the purpose. The Shurfa-i-Hind School, also in Delhi, and managed by Sháhzáda Suráya Jah for the special benefit of the descendants of the Timuriya family, was admitted to a grant-in-aid during the year. In Ludhiána, the Haqqáni Schools—one of the Middle and another of the Primary grade—continue to exist. The Islámiya Schools in Amritsar and Lahore continue to prosper, the latter having, as previously stated, recently opened College classes. In the Ráwalpindi Circle, four institutions of this kind exist, instead of two last year; but no particulars are given. In the Deraját Circle, the Islámiya Schools at Mooltan and Dera Isma'íl Khán are scarcely doing so well as might have been expected.

SECTION C.—NATIVE CHIEFS.

The Aitchison College

182. The Province is very fortunately provided with a suitable institution for the education of its Native Chiefs and gentry, in the Aitchison College at Lahore, which, under excellent management, continues to meet with appropriate success.

Increased numbers

183. The number in attendance rose during the year from 76 to 80, with 6 others resident in the College, and under its regulations, but receiving instruction at the Government College; and the Governor anticipates that all the available accommodation will be taken up during the coming year. Of those actually reading in the institution, 11 belong to the High Department, 26 to the Middle, and 43 to the Primary. When it shall have become the practice for the boys, as a rule, to stay from the junior classes all through the school, then will the educational advantages of the institution be seen to the full. Meanwhile, in instruction, training, and discipline, it fully deserves the confidence of those for whom it was founded.

Inspector's remarks.

184. The following remarks are taken from the report of Mr. Lewis, who inspected the College in April last :—

"The Governor regrets that many students from Native States, and the sons and near relatives of the larger Punjab Chiefs, have not been attracted to the College. Among the students are the Nawáb of Pataudí, a youth nearly 18 years of age; the young son of the Nawáb of Máler Kotla; and two brothers of the Jam of Las Bela. The Sardár of Kalsia, another minor ruling chief, is expected to join the College this year. Amongst other native gentlemen of rank the College is gaining increased popularity. Nineteen out of the 92 sons of native gentlemen of rank, who are studying in schools in the Lahore Circle, are attending the Aitchison College. It may, however, be noticed that only one of these comes from the Gujránwála District which returns 40 youths as eligible, most of them studying in schools in different parts of the Province. Six pupils were studying during the year in the Government College. Twelve were presented as candidates in the Middle School Examination in January, 1892, of whom 8 passed. There were 7 candidates at the Entrance Examination, of whom 6 passed, including the Nawáb of Pataudí, who has now joined the Government College.

"The education of the Aitchison College has been quite satisfactory, the attention paid to English, and the excellent pronunciation of the boys, being specially noticeable. The conduct of the students is subject to watchful supervision, and everything is done to keep them from acquiring, or to wean them away from, evil habits, and to preserve them from moral contamination. And by the encouragement of games, in which the boys delight, both their moral and physical development is assured. There can, in fact, be no doubt, that the influence of the College is a

practical fulfilment of the aims of its Founder and of its Promoters, *viz.*, to turn out native youths of good social position, better in mind, *morale*, and body, and fitted to take their share in the government either of their own States, or of the Province in which they live."

Sons of gentlemen of rank

185. The desire of the Sardárs and gentlemen of rank in the Province to educate their sons is much on the increase. In the Delhi Circle, there are reported to be 18 boys of family rank, 12 of whom attend the Aitchison College, 5 the Board Schools of the respective Districts, and one is under a Private Tutor. There is no return of this nature from the Delhi, Rohtak, and Hissár Districts. In the Jullundur Circle, there are about 100 boys of good social rank, of whom 7 attend the Aitchison College, 68 are reading in Public or Private Schools, 3 are at Arts Colleges, 9 are under private tuition, and 13, including a few infants, are receiving no instruction. In the Lahore Circle, of 100 boys of family rank, 19 attend the Aitchison College, and the remainder, the schools mostly of their respective Districts, but a good number, especially of the Gujránwála Sardárs, of other Districts. In the Ráwalpindi Circle, besides 17 reading in the Aitchison College, 104 of the sons of Nawábs, Sardárs, Maliks, Díwáns, or Kháns are said to attend Public Schools, 53 to be studying at home, and 2 to be in receipt of no education. The return for the Deraját Circle is not quite complete; but of some 134 sons or near relatives of Nawábs, Kháns, and gentlemen of position, 5 attend the Aitchison College, about 90 attend the ordinary Board Schools, and several receive private instruction. Two young gentlemen from the Dera Isma'íl Khán District are reading for the bar in England. Of the two sons of Nawáb 'Abdullah Khán, who recently left the Aitchison College, one is an accepted candidate for an Extra Assistant Commissionership, and one has obtained a commission in the 15th Bengal Cavalry.

SECTION D.—LOW CASTES

Special Schools for low-caste children.

186. Special Schools exist for the education of low-caste children in all the inspectional Circles, except those of Jullundur and Deraját. But no child of any caste is debarred from attending the ordinary Public Schools; and, throughout the Province, instances occur of sweeper and *chamár* boys attending the Board and Aided Schools, and passing the examinations. But they have to sit outside the class line, frequently in the door-way; and this school-boy social ostracism forbids the hope of educational progress among this class of the people by the ordinary means. Hence the importance of the special schools referred to, which are all supported by Missionary Societies.

S. P. G. and Baptist Mission Schools.

187. The schools of this class in the Delhi Circle are those maintained by the S. P. G. and Baptist Missions in the city and suburbs of Delhi, in Simla, and in the Gurgáon and Umbálla Districts, several of which are in receipt of grants under the rules for Elementary Indigenous Schools. Facilities are also offered in the Gurgáon District for the education and reward of *Mína* boys, in attendance on the Sháhjahánpur Primary School.

Amritsar, Gurdáspur, and Gujránwála Schools.

188. In the Lahore Circle, there are 35 schools of this class,—1 in the city of Amritsar, 11 in the Gurdáspur District, and 23 in the Gujránwála District. The school in Amritsar is intended solely for the sweeper class, and appears to lead a precarious existence. Of the schools in the Gurdáspur District, 9 are maintained by the Church Mission Society, and the remaining 2 by the American Mission. Only about one-sixth of the boys in these schools appear to be low-caste. The schools of this kind in the Gujránwála District are supported by the American Mission.

Low Castes.

They are attended by 465 scholars, of whom 287 are of low-caste. They teach up to the ordinary Lower Primary Standard. The school in Amritsar, and 9 of the schools in the Gurdáspur District, are in receipt of grants under the rules for Elementary Indigenous Schools; and the Inspector states that an application has been received to place certain of the schools in the Gujránwála District also on the grant-in-aid list.

Siálkot Schools.

189. In the Ráwalpindi Circle, the only District which has schools for low-caste children is that of Siálkot, in which there appear to be 81 schools (including 2 for girls), with 866 boys and 59 girls in attendance, all of whom, however, are not of low-caste. Twenty-two of these schools, with 631 scholars, were examined for grants during the past year. The principal school of this group is the Native Christian Training Institute at Siálkot. It is an Anglo-Vernacular Boarding School, with 96 scholars, and is exclusively intended for the further education of Native Christian boys brought in from the village schools after passing the Lower Primary Examination. It ought to be stated that the agents in this large and interesting enterprise are the American and Scotch Missions.

CHAPTER VIII.

PRIVATE SCHOOLS.

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Definition and description.

190. All schools in which the course of study does not conform to the standards prescribed by the Department or the University, and which do not present pupils at the ordinary examinations, are classed as *Private Schools*. These are chiefly schools for instruction in the Oriental Classical Languages (Arabic or Persian and Sanskrit) and reckoned as Advanced Schools; schools teaching religious books purely by rote; and Elementary Schools, in which only a Vernacular Language, or Mahájaní with the native method of accounts, is taught. Schools which do not come under any of the above heads, but which are still Private Schools in not conforming to the standards prescribed, are returned in the statistical tables as Other Schools, and are mainly Elementary Venture Schools, or schools for Low-Caste children. When a Venture School, or any class of Indigenous School, desires to be examined by the ordinary standards, it is thereby considered a Public School, although, on the recommendation of the last Educational Conference, the sole condition of conforming to the Inter-School Rules (if the school supplies a want) is all that is required to render it eligible for maintenance grants. The Department now looks to the encouragement of Private Schools, through the grant-in-aid system, as the chief means of further extending popular education in the Province.

Statistics.

191. The following table gives the number of Private Schools of different kinds for Native children, and the number of scholars attending them for the last two years. The return of Private Schools for European children is given in the previous Chapter:—

Kind of Schools.		Number of Schools.				Number of Scholars.			
		1891-92.	1890-91.	Increase.	Decrease.	1891-92.	1890-91.	Increase.	Decrease.
Arabic and Persian Schools ...		566	665	..	99	7,413	7,520	..	107
Sanskrit Schools		122	129	..	7	1,907	1,888	19	..
Mahájaní Schools . ..		349	318	31	...	10,763	9,538	1,225	..
Indigenous Vernacular Schools.	For Boys ..	1,204	1,107	97	..	24,557	21,163	3,394	...
	For Girls ...	55	51	4	...	1,161	737	324	...
Schools teaching religious books by rote	For Boys . .	3,912	3,884	28	.	45,777	47,078	...	1,301
	For Girls ...	527	918	..	391	6,299	10,319	..	4,020
Other Schools ...	For Boys ..	289	207	82	...	9 986	6,063	3.923	...
	For Girls ...	25	24	1	...	772	901	...	129
Total ...	For Boys .	6,442	6,310	132	...	100.403	93,250	7,153	...
	For Girls ...	607	993	..	386	8.132	11,957	...	3,825
Grand Total for Boys and Girls		7,049	7,303	..	254	108,535	105,207	3,328	...

Analysis of the returns.

192. With a total fall of 254 in the number of schools, there is an increase of 3328 in the number of scholars. Last year there was a large decrease both in schools and scholars, of 892 and 10,985, respectively. The decrease this year in the

Private Schools.

number of Arabic and Persian, and, to a less extent, Sanskrit Schools, is immaterial, as having affected the attendance only very slightly; but the heavy fall in the number of Rote Schools for Girls, with 4020 fewer scholars, is striking and important. The fall was exclusively in the Ráwalpindi Circle, and is attributed by the Inspector to the incompleteness of the returns. But it is neither the Classical nor the Rote Schools from which much help to education of a useful kind is to be looked for. The hopeful schools in this respect are the Venture Schools, classed under Other Schools, and the Indigenous Vernacular Schools; and it is satisfactory to notice that these have very considerably increased both in number and in scholars. The Venture Schools rose mostly in the Jullundur Circle, where there is a strong and rather interesting movement in this direction. The rise in the Indigenous Vernacular Schools extended over the Delhi, Lahore, and Ráwalpindi Circles, and shows, as remarked by Mr. Lewis in speaking of these and Venture Schools, "that the value of a certain measure of sound elementary education is being more widely felt among the masses of the people." There was also an increase in the Mahájaní Schools, chiefly in the Delhi Circle, and in the Umballa District, where, for the practical education of the lambardárs, under the auspices of Mr. Gladstone, a Pádha's School has been opened in every Patwárí's sub-division. The total number of Private Schools now returned is 6442 for boys, with 100,403 scholars, and 607 for girls, with 8132 scholars. As remarked last year, the mode of collecting the statistics of these schools is not such as to ensure entire reliability; but after consulting the Inspecting Officers on the point, I am not, as yet, able to suggest a more satisfactory arrangement.

Schools examined for grants.

193. Of the whole of the existing Private Schools in the Province, it is calculated that about one-fourth, or 1500, with an attendance of about 56,000, might be induced to add to their ancient, and very barren, schemes of instruction, a few of the most important elements of useful knowledge; and, for this end, grants are offered on comparatively easy terms. The following table shows the number of such schools examined for grants during the past year, the number of scholars attending them, the number of passes by the various simple standards, the amount of grants earned, and the whole contrasted with the returns of the previous year:—

		1891-92.	1890-91.	Increase.	Decrease.
Number of Institutions	Indigenous Schools	340	276	64	...
	Other Schools	242	136	106	...
	Total	582	412	170	...
Number of Scholars	Indigenous Schools	13,857	10,216	3,641	...
	Other Schools	9,750	5,229	4,521	...
	Total	23,607	15,445	8,162	...
Number of passes by	First Standard	4,075	2,791	1,284	...
	Second Do.	2,392	1,576	816	...
	Third Do.	1,270	855	415	..
	Fourth Do.	768	469	299	...
	Fifth Do.	354	218	136	...
	All Standards	8,959	5,909	3,050	...
Amount of Grants earned	Attendance Grants	7,796	5,488	2,298	...
	Instruction Grants	17,986	13,063	4,917	...
	Staff Grants	12,156	8,672	3,484	...
	Total Grants	38,221	27,223	10,998	...

Private Schools.

Increase.

194. There is, it will be observed, a marked increase under all the heads, 170 schools, with 8162 scholars, having been examined more than last year. The greatest increase was in the Jullundur Circle, with 92 extra schools and 3969 scholars, including 3 Girls' Schools, which is a promising feature. The Rawalpindi Circle shows 40 extra schools, with 2053 scholars; the Lahore Circle, 30 schools, with 1535 scholars; and the Delhi Circle, only 8 schools, with 600 scholars, the schools having been unusually large. The Derajat Circle remains as last year in this respect. The whole number of Private Schools, now examined for grants, is 582, with 23,607 scholars, or a little over one-third of the hopeful schools, and a little under two-thirds of the scholars. The departmental influence, however, as well as the partially changed attitude of the people towards education, is causing new schools to spring up; and there would appear to remain very large possibilities in this direction. Should Girls' Schools, in the long run, be made also to increase in this way, the difficult and delicate social obstacle, which now bars the way of female education, would be, to a large extent, removed.

Effect of departmental influence.

195. Whilst there is no doubt about the good effect of the departmental influence in making the instruction and discipline of those schools more wholesome and useful, it appears that, when grants are earned, the people, as a rule, withhold their presents to the teachers, and the grants become the only means of their support. This is to be regretted; but, so long as the grants are only moderate, and there is no interference with the management of the schools, the evil will be likely to correct itself. In some places, Board and Venture Schools flourish side by side; but, occasionally, the discipline of the former is injuriously affected by the greater freedom, and exemption from fees, in the latter. On the whole, however, much good is being done by the help given to those schools; and a new spirit of enterprise has been put into them.

Chapter IX, 196.

Preparation and Distribution of Text-Books.

CHAPTER IX.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS.

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The Chief Agencies.

196. As explained in last year's report, the chief agencies for the preparation and distribution of the books, maps, &c., required by the Department, are the Text-Book Committee and the Mufíd-i-'Ám Press. The Text-Book Committee decides on the books, &c., required for the schools, arranges for their preparation, and, when they are approved, makes them over to the Mufíd-i 'Ám Press to be printed and published. The work of the Press is carefully overlooked by the Committee and the Department; and no publication is passed for issue to the schools, unless the paper and the printing are up to the standard prescribed, and until this is attested by the seal of the Text-Book Committee.

Report of the Text-Book Committee.

197. The report of the operations of the Text-Book Committee for the past year, with appendices, showing the books considered and approved during the year, the text-books completed or under preparation, the books recommended for School Libraries, and the additions to the Committee's Library of Reference and Museum, is printed as Appendix M.

Work done by the Committee.

198. From the report it appears that, with fewer meetings, more work was done in the way of preparing text-books than in any previous year, due chiefly to a simplified mode of procedure. Each Sub-Committee has a good tale of work to show; but this is most striking in the case of the Urdú Sub-Committee, which, in addition to nearly completing the Punjab Series of Urdú Readers, prepared three Courses of Reading for the Middle School Classes, revised an Agricultural Reader for Village Schools, issued an Urdú Edition of each of the Courses of Physical Training, and took in hand a series of Agricultural Primers for Zamíndárí Schools, the revision of the Urdú Course of Reading for Normal Schools, and the preparation of improved Urdú Copy-slips and Copy-books. The English Sub-Committee had mainly in hand the revision of the Punjab Series of English Readers; the History and Geography Sub-Committee arranged for the preparation of a series of Geographical Readers, on the model of books on the same subject recently published in England, and in accordance with a decision of the Educational Conference; and the Technical Sub-Committee dealt chiefly with the revision of the text-books in Mathematics, so as to bring them up to the level of the best models, the preparation of a Primer in Domestic Economy for Girls' Schools, and the difficult and important question of Illustrations for Vernacular Readers. The Scheme of Studies for Girls' Schools was also very carefully revised by the respective Sub-Committees.

Encouragement of Literature.

199. In addition to the above work, the Committee examined and disposed of a great number of books of different kinds submitted for patronage. The character of the Vernacular books

Preparation and Distribution of Text-Books

submitted in this way is said to be gradually improving—a result, no doubt, partly due to the influence of the Committee; and the fact that that body has now the means, as well as the will, to reward any degree of useful merit in this way, is a guarantee that the beginnings of a sound Vernacular Literature in the Province will be duly encouraged. During the year the Committee had Rs. 3,000, from the provision for the Patronage of Literature, placed at its disposal, for the supply of useful books to schools which these themselves could not well have been called upon to purchase; and the statement in this behalf submitted with the report is evidence of the care with which this new function has been exercised, as well as of the good likely to accrue to the schools from an increase of the best type to their books and appliances.

BENGAL SECRETARIAT LIBRARY.

Aid to the Department

200. A few changes took place in the personnel of the Committee during the year. The majority of the members, as noted in the report, actively co-operate in the work, in one way or another; and I have again to express the obligations of the Department to the Committee, and to the working members and the Secretary in particular, for valuable aid given in all matters connected with text-books and courses of study.

Work of the Translating Staff

201. The Translating Staff consists, at present, of the 1st and 2nd Assistant Masters of the Central Training College, who, in addition to their teaching duties, have to do such literary and translating work as may be required of them. In respect of text-books, they are mainly required to overlook and revise Vernacular manuscripts before these are sent to the press; but they are also occasionally entrusted with original compilation. During the past year, besides translating all the departmental circulars, and revising the new Urdú Edition of the Punjab Education Code, with several chapters and sections of new translation, they compiled the Geography of the Rohtak District, as well as a series of Urdú Copy-books, revised and corrected the Geographies of three other Districts, together with portions of the Fifth and Eighth new Urdú Readers, and reviewed as many as eighty-nine books for the Text-Book Committee. The bulk of this work was done, as in the previous year, by Lálá Jíyá Rám, M A., and Lálá Súraj Naráyan, the permanent incumbents.

Report of the Registrar, Education Department

202. The report of the Registrar, Education Department, regarding the sale of books belonging to Government during the year, and of books published for the Department by the Mufid-i-'Ám Press, is printed as Appendix L. to this report.

Secretariat books

203. The account of the Secretariat books on commission sale remains as last year, with a balance of Rs. 1,514-4 against Munshí Gulább Singh; but, since the close of the year, an account of the sales effected before the 31st of March last has been received, showing a net sum of Rs. 373-11-7 due by the Contractor, which he has been required to remit at once to the credit of Government. This transaction will appear in the accounts of the current year.

Book Depôt Account

204. At the end of last year, there was a balance of Rs. 181-14-10 still outstanding against this account. Of this, Rs. 79-1-1 have been realised and paid into the Treasury; and I have written off the unadjusted balance against Items Irrecoverable, in order to close the account. The irrecoverable items are represented by books supplied to the compilers, books received back as worthless, and a few bad debts. Besides the above sum, the Registrar paid into the Treasury during the year, Rs. 223-5-4, made up of Rs. 149-14-10 recovered from the British Museum, Rs. 70, the price of spare copies of registration books, and Rs. 3-6-6 realised from the sale of unserviceable furniture.

Preparation and Distribution of Text-Books.

Government share of books published for the Department.

205. The arrangement with the Mufid-i-'Ám Press secures to Government 10 per cent. of the price of the books sold, which is put to the credit of the Text-Book Committee to meet its expenses. At the beginning of the year, there was a balance of Rs. 1,503-3-8 due by the publisher on this account. The amount due for the year on books published is Rs. 9,463-12-7, making a total of Rs. 10,967-0-3. Of this, sums aggregating Rs. 7,704-9-4 were paid during the year, leaving a present outstanding balance against the publisher of Rs. 3,262-6-11. The very considerable rise in the income from this source has suggested to me the advisability of fixing a reasonable maximum for the Text-Book Committee; and I am now in communication with the Secretary on the subject.

Mufid-i-'Ám Press.

206. It is due to the Proprietor of the Mufid-i-'Ám Press to say that he continues to give the Department and the Managers of Schools very general satisfaction.

J. SIME,

Director of Public Instruction, Punjab.

APPENDIX A.

Appendix A.

Report on the Government College, Lahore.

REPORT BY THE PRINCIPAL ON THE GOVERNMENT COLLEGE, LAHORE, FOR THE YEAR 1891-92.

I have the honor to submit the Annual Report of the Lahore Government College for the year 1891-92.

Staff.

1. The staff of the Government College on 31st March, 1892, was as follows:—

1. C. R. Stülpnagel, Esquire, Ph.D., Principal.
2. W. Bell, Esquire, M.A., Professor of English Language and Literature.
3. J. C. Godley, Esquire, B.A., Professor of History.
4. J. C. Oman, Esquire, Professor of Science.
5. Bábú Sashí Bhúshan Mukarjí, M.A , B.L., Professor of Mathematics.
6. Lálá Umráo Singh, M.A., Assistant Professor.
7. Mr. Golak Náth Chattarji, B.A., Assistant Professor.
8. Lálá Ruchí Rám, M A., Assistant Professor.

Changes in the Staff.

2. The Principalship of the College during the year under report was held as follows :—

From 1st April to 23rd June, 1891, by Mr. E. S. Robertson; from 23rd June to 6th November, 1891, by myself; and from 6th November, 1891, to 31st March, 1892, by Dr. Stülpnagel. Mr. Robertson took six months' leave on medical certificate with effect from the 23rd June, 1891, and, on the expiry of his leave, resigned. During his absence Mr. Golak Náth Chattarjí officiated as Professor, and Lálá Harkishan Lál, B.A., as Assistant Professor, while I took charge of the English Classes in addition to carrying on part of the teaching in Philosophy. Dr. Stülpnagel joined the College on 6th November, 1891, as Principal and Professor of Philosophy, and on the 23rd December, 1891, Lálá Umráo Singh joined as Assistant Professor, relieving Lálá Jíyá Rám, who reverted to his substantive appointment in the Central Training College. These changes necessitated numerous changes in the time-table of the College, and few of the classes were taught uninterruptedly throughout the year by the same teachers. And since the close of the year under report, further changes have had to be made owing to the sad death of Dr. Stülpnagel, the Principal of the College.

Number and distribution of students on 31st March, 1892.

3. The following statement gives the number and distribution of students in the College on the 31st March, 1892, and compares this year's figures with those of the corresponding period in 1890-91 :—

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class	First year	34	18	16	...
	Second year	23	21	2	...
B. A. Class ...	Third year	21	43	...	22
	Fourth year	50	26	24	
M. A. Class		11	5	6	...
	Total	139	113	26	...

Appendix A.

Report on the Government College, Lahore.

The above statement shows an increase of 26 students over last year being an increase of 48 students in four of the classes partly balanced by a decrease of 22 students in the third year class. As any falling off at this stage is most undesirable, I need only remind you that the unusual influx of students to the third year class in 1890-91 was due to special circumstances which are not likely to recur. This explains also why no particular significance attaches to the increase in the fourth year class. The only notable features in the above statement, therefore, are the increase of numbers in the first and 5th year classes. In the former case, the increase may be due partly to the special arrangements made to give greater attention to the teaching of English at this stage, and in the latter case to the number who took up the subject of Philosophy for the M. A. degree. That there would be no difficulty in obtaining a still greater increase in these classes, were the fees less heavy, is shown by the fact that at the beginning of every session numerous applications are made from all quarters for admission under the half-fee rule.

At the close of the year there were three casual students on the rolls of the College in addition to the regular students.

The average number on the rolls during the year was 130; the average daily attendance 120; the corresponding return for 1890-91 was 113; and the average daily attendance 102. This shows the averages for the year under report to be better than those of the last year.

Direct expenditure and fees.

4. The following statement gives information as to Direct expenditure and fees for 1891-92, and compares these items with those for 1890-91 :—

From	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	38,349	39,412		1,063
Fees	10,522	9,397	1,125	...
Total ...	48,871	48,809	62	...

This statement shows the amount of Direct expenditure for the present and the past year to be about equal, the one satisfactory feature being the increase in the amount of the fees realised.

Expenditure on scholarships.

5. The following is the statement of expenditure on scholarships for 1891-92 and 1890-91 :—

		1891-92.	1890-91.	Increase.	Decrease.
		Rs	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	3,227	3,597	...	370
	Municipal Funds	...	527	..	527
	University Funds	2,306	2,830	...	524
	Other sources	57	85	...	28
	Total ...	5,590	7,039	...	1,449
Number of holders of	Government and University Open Scholarships ..	28	32	...	4
	Jubilee Scholarships... .	4	11	...	7
	Zamíndárí Scholarships ...	2	1	1	...
	Other Scholarships	1	8	..	7
	Total ...	35	52	...	17

The amount contributed from Provincial Revenues and Punjab University Funds is less than the last year; the reason probably being that a greater proportion of scholarship-holders (who are often poor) have joined institutions where the fees are lower. This and the additional circumstances elucidated by Dr. Stülpnagel when preparing material for this report—that few of the students now on our rolls stood high in the Entrance and Intermediate Examinations—would imply that a diminishing share of the best material is likely to find its way into this College—a fact which must be borne in mind in estimating the work of the institution.

I have not included (as was done last year) in the above table the amounts contributed by Municipalities and Anjumans towards the support of certain students in this College, as such contributions are in the shape of loans rather than of scholarships. The bodies who so contributed were the Amritsar and Hoshiárpur Municipalities, and the Anjuman-i-Islámia, Amritsar. In addition to these, the Ferozepore Municipality paid the amount of a scholarship for 1889-90 and 1890-91 during the present year.

The amounts received from the above sources stand as below :—

	Rs.	a.	p.
Amritsar Municipality	530	0	0
Hoshiárpur Municipality	96	0	0
Ferozepore Municipality	174	15	0
Anjuman-i-Islámia, Amritsar	262	8	0

Results of Examinations.

6. The following statement gives the results of the various Arts Examinations held in 1891-92 as compared with 1890-91 :—

		1891-92.	1890-91.	Increase.	Decrease
F. A., Calcutta ...	Candidates ...	2	1	1	...
	Passes ...	2	...	2	...
Intermediate, Punjab ...	Candidates ...	23	17	6	...
	Passes ...	20	12	8	...
B. A., Punjab ...	Candidates ...	49	26	23	...
	Passes ...	22	19	3	...
M. A., Punjab ...	Candidates ...	5	2	3	...
	Passes ...	2	2	...	...

It appears from the above statement that, compared with last year, the number of candidates sent up for examination has risen from 46 to 79, and the number of passes from 33 to 46. For each separate examination, the number of candidates and passes has risen, except in the M. A. Examination, where the number of passes is the same.

For the M. A. Examination five candidates were sent up—four in Philosophy and one in Physics and Chemistry. The latter, who had had two years' careful tuition from Professor Oman, passed. Of the former, who had had less than 12 months' tuition, one passed, and he had been on the rolls of the College for a few months only. Dr. Stülpnagel was reluctant to allow him to appear; and I do not, therefore, view his success with any satisfaction, more especially as he had not completed the course of reading, and knew nothing of one of the chief parts of the course, namely, the text-book on Kant. The failure of the other candidates is a salutary lesson to those students who think that the M. A. Exami-

Appendix A.

Report on the Government College, Lahore

nation may be passed without special effort after less than one year's reading: one of them failed in three papers, one in two papers, and one in the aggregate. In my opinion, therefore, the M. A. results of this year are satisfactory in that the only genuine College student that had worked for two sessions passed.

For the B. A. Examination 49 candidates were sent up, of whom 22 passed; 14 of these were placed in the 2nd Division, and 8 in the 3rd Division. One candidate was absent. This class was unusually large, and was so weak that at a meeting of the College Council I urged that many of those who had done very badly in my house examinations should not be presented. The Intermediate Examination of 1890 was a very easy one, and it was inevitable that many who were then allowed to go on to study for the degree would fail two years later. This is one of the evil consequences of fluctuating standards of examinations, of which the candidates, could they realise what is best for their own interests, would justly complain; and I regret that the Intermediate Examination of this year has again been so easy as to forebode similar consequences in 1894. My conclusion, therefore, is, that many failed in the recent B. A. Examination because they were unfit to profit by the B. A. course of study; but the failure of several of our best students I attribute chiefly to the nature of one of the examination papers in English, which was not in accordance with the requirements of the Punjab University in particular, nor of sound principles of examination in general.

I am glad to be able to report that of the twelve medals, scholarships, and special prizes awarded annually at the University Convocation on the results of the M. A. and B. A. Examinations, eight have been won by our students, namely, the Arnold Gold Medal (first in the M. A. Examination); the Alwar Gold Medal (first in Sanskrit); Patiála-Sime Gold Medal (first in English); Maclagan Gold Medal (first in Science); the Aitchison-Rám Rattan Sanskrit Scholarship (first in Sanskrit); the two prizes in Philosophy (first in M. A. and B. A. Examinations); and the Science Institute prize (first in Science). This is one of the most satisfactory features of our report.

In the Intermediate Examination 23 candidates were sent up, of whom 20 passed. Of these 7 (out of a total of 11) were placed in the 1st Division (three of them heading the list), 8 in the 2nd Division, and 5 in the 3rd. The excellence of these results is, as I have said, no matter for congratulation except in so far as the order of merit is very creditable to this College. One of our candidates stands first in the Province both in English and Science, and another is first in Mathematics.

Results of Examinations.

7. The following statement compares the results of examinations in each subject with the results for 1890-91:—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates	1891-92	23	5	5	16	23	..	11		.	9
		1890-91	17	2	4	12	17	...	16	1	...	10
		Increase	6	3	1	4	6	...	...	...	...	...
		Decrease ...	...	...	...	...	..	...	5	1	...	1
	Passes ...	1891-92	23	5	4	14	21	...	9	.	...	9
		1890-91 ...	17	2	1	10	16		14	1	..	8
		Increase ...	6	3	3	4	5	..	...	...	...	1
		Decrease ...	...	...	...	...	...	...	5	1	...	...

APPENDIX A.—REPORT ON THE GOVERNMENT COLLEGE, LAHORE.

RESULTS OF EXAMINATIONS IN EACH SUBJECT—*concluded.*

			English.	Arabic.	Sanskrit.	Persian.	Mathematics, A Course.	Mathematics, B Course.	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
B. A. Examination.	Candidates ...	1891-92 ...	49	3	3	24	19	*3	30	7	...	9
		1890-91 ...	26	5	2	22	8	3	16	5	...	3
		Increase ...	23	...	1	2	11	...	14	2	...	6
		Decrease ...	...	2	...	...	...	...	...	...	...	...
	Passes ...	1891-92 ...	33	2	3	17	7	2	21	6	...	8
		1890-91 ...	22	5	1	22	5	2	14	5	...	3
		Increase ...	11	...	2	...	2	...	7	1	...	5
		Decrease ...	...	3	...	5	...	...	...	...	...	...
M. A. Examination.	Candidates ...	1891-92 ...	...	...	...	...	...	...	4	...	...	1
		1890-91 ...	1	...	...	...	1	...	...	...	...	...
		Increase ...	...	...	...	...	...	...	4	...	...	1
		Decrease ...	1	...	...	...	1	...	...	...	...	...
	Passes ...	1891-92 ...	...	...	...	...	...	...	1	...	...	1
		1890-91 ...	1	...	...	...	1	...	...	...	...	...
		Increase ...	...	...	...	...	...	...	1	...	...	1
		Decrease ...	1	...	...	...	1	..	...	...	...	...

* One absent.

It will be seen from the above table that in the B. A. Examination there have been a great falling off in Mathematics (A Course), for which I find it difficult to account. The teacher of the subject contended that the paper was not in accordance with the regulations—a contention which I supported before the Board of Studies. In English there is no basis of comparison with the previous year owing to the nature of the examination; but it is satisfactory to know that the percentage of passes in that subject from this institution was higher than that of any other large batch of candidates trained elsewhere. For the second time in succession, there has been no failure in English in the Intermediate Examination—a result which is creditable to Professor Godley. And the fact that there is only one failure in Science out of 19 candidates for all examinations is equally creditable to Professor Oman and his Assistant. The results in the Oriental Languages are also, on the whole, very satisfactory, especially in Sanskrit, and the good results in Mathematics (B Course) and Intermediate deserve notice.

Physical training and games, College Debating Club.

8. The amount realised during the year on account of subscription to the College Union Club amounted to Rs. 324-8-0, against Rs. 307 for 1890-91. The amount was further supplemented by contributions from Professors of the College, and was spent, as usual, on the purchase of periodicals for the Reading-Room and of Gymnastic and Cricket apparatus. The students held interesting debates in connection with the Club throughout the year. Cricket was also played actively throughout the cold season, and it is hoped that during the present session we shall be able to have cricket, tennis, and football within the grounds of the College. Proposals have also been made to supply the Reading-Room with more useful periodicals on behalf of Government than those now read.

Boarding House.

9. The new Boarding House on the College premises was occupied immediately after the summer vacation of 1891. Proposals were made for the revision of the expenditure of Rs. 110 per mensem hitherto sanctioned for the Boarding House, as well as for a grant of furniture for the house.

Appendix A.

Report on the Government College, Lahore.

Rupees 850 were sanctioned for the new furniture, and a sum of Rs. 92 per mensem in place of the previous Rs. 110 per mensem was also sanctioned. Owing to the grounds not being in order, nothing was spent on the garden out of the Rs. 92 per mensem sanctioned, and a saving of Rs. 22 per mensem accrued to Government. It is expected, however, that a Máli, Coolie, &c., will soon be engaged for the garden. The Librarian of the College was temporarily appointed Superintendent of the new Boarding House with effect from 1st December, 1891. New rules for the Boarding House were drawn up by Dr. Stülpnagel. At the close of the year, we had in residence, in the new Boarding House, 78 students. From December, 1891, to end of March, 1892, the collection from Boarding House fees at the rate of Re. 1 per mensem amounted to Rs. 307-9-0, and the expenditure on cooks and kahárs, Rs. 232-14-6, leaving a balance of Rs. 74-10-6 in hand to be spent on Boarding House requirements.

The Presbyterian Church within the College grounds has been vacated, and plans for its conversion into a Gymnasium have been passed; the levelling of the grounds, the provision of baths, and the preparation of a residence for the Principal are also at present in the hands of the Public Works Department.

Conduct of the students, Evening Lectures.

10. The conduct of the students throughout the year has been good. Evening Lectures were delivered during the cold season by Dr. Stülpnagel, Dr. Grant, and Messrs. P. C. Chattarji, Cope, Oman and Sashí Bhúshan Mukarji, and the subjects treated by these gentlemen were "The Secrets of Success," "Life and Work of Newton," "Asoka and his Edicts," "Life of General Gordon," "Electric discharges in partial and high "Vacua," and "Centrifugal Force." All the lectures were well attended.

Library and Reading Room

11. The College Library and the Reading Room have been removed to the room hitherto occupied by the Principal. Books of the value of Rs. 116 were ordered during the year.

12. I have, in conclusion, to express my sense of the loss which the College, both staff and students, has suffered through the death of Dr. Stülpnagel, whose ripe experience had just been brought to bear upon the College. Through this deplorable event it has fallen to me to submit the report of a somewhat chequered year's work, which has made special demands upon the efforts of a willing and energetic staff.

APPENDIX B.

Appendix B.
Report on the St. Stephen's Mission College, Delhi.

REPORT BY THE PRINCIPAL ON THE ST. STEPHEN'S MISSION COLLEGE, DELHI, FOR THE YEAR 1891-92.

Staff.

1. Several important changes took place during the past year. Mr. Wright went home on furlough in April; his work was partly taken up by the Rev. A. C. Maitland, M.A., of the S. P. G. Mission. In December Rev. F. Sandford, B.A., of St. John's College, Cambridge, joined the Cambridge Mission, and began work as Professor of English in the College. Bábú N. K. Datt, B.A., having accepted a post in the Government College, Benares, his place was taken by Professor Mukarjí. A Christian M. A. from Madras, named J. S. Martin, has been appointed Professor of Physical Science. Mr. Datt's services as Professor of Mathematics deserve honourable mention. He was an able and conscientious worker. The esteem in which he was held by the students was shown by the public dinner given in his honour just before he left, and the testimonial presented to him on the occasion.

Number and distribution of students.

2. The following table gives the number and distribution of students at the close of the year as compared with those for 1890-91 :—

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class	First year ...	20	20	...	...
	Second year ...	20	15	5	...
B. A. Class ...	Third year ...	6	7	...	1
	Fourth year ...	6	2	4	...
	Total	52	44	8	...

The average number of students on the rolls was 53, and the average daily attendance was 49, as compared with 45 and 41, respectively, for the previous year.

The distribution of students as regards race and religion was as follows :—

Christians	2
Hindús	44
Muhammadans	6
	52

Expenditure.

3. The following table gives the details of expenditure for the past year as compared with that in 1890-91 :—

From	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	5,400	5,400	...	...
Municipal Funds	1,200	1,200	...	...
Fees	3,143	3,169	...	26
Endowments and other sources ...	7,682	7,589	93	...
Total	17,425	17,358	67	...

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

The amount spent on the College Library was Rs. 481.

The number of students on half fees during the year was five. As there are no grades in the College fees, and the high rate to which they have risen deters many even in the well-to-do classes from continuing their studies, I should be glad if some further concession could be made in the reduction of fees for poor students, say, to a limit of ten *per cent.* This would enable us to meet nearly all the really deserving cases that arise in any one year.

Scholarships.

4. The following table shows the number of scholarship-holders, and the sources from which their scholarships were defrayed :—

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	874	224	650	...
	Municipal Funds	8	96	...	88
	University Funds...	156	144	12	...
	Other sources	115	434	...	319
	Total ...	1,153	898	255	...
Number of holders of	Government and University open scholarships	5	4	1	...
	Jubilee scholarships	1	1	...	...
	Zamíndárí scholarships ...	2	...	2	...
	Total ...	8	5	3	...

The number of students who received stipends from the Mission during their second year was three, and the amount expended on them was Rs. 141. They are not shown in the returns this year, as, though awarded for merit, they are only given to exceptionally poor students, and only during the second or fourth year of their course.

The results of the B. A. Examination were equal to those attained by other Colleges in the Province ; and though 2 students, who failed only by a few marks in their Oriental subject, were unusually good in this subject, yet we have no reason to be dissatisfied with the result.

The same is not the case with the result of the Intermediate Examination. We have every reason to be dissatisfied with a result which exceeds even the proverbial uncertainty of examinations. That in a year in which all the students of a College pass in Mathematics, and all but one pass in English, 7 should fail in Sanskrit, 4 of whom were far above the usual average sent up by us, is certainly provoking, and when regard is had to the character of the examination, it forces on one the conclusion that there is something eminently unsatisfactory in the method in which the study of Sanskrit is being conducted in our University at the present time. I feel bound to give expression to the conviction that the efforts made to promote it will, unless modified, tend to discourage, and at last suppress it altogether. There are two ways in which those who take up Sanskrit are at present seriously handicapped in their course, as compared with those who take up Persian and Arabic :— (1). The standard exacted in looking over the papers is very much higher than that which is applied in the case of the two other languages. This is especially the case as regards the Intermediate course. Not only are critical and literary questions introduced, to which there is nothing corresponding in the papers set in the other courses ; but, owing to the choice of Bombay Examiners, accustomed to a much wider and fuller knowledge of the language, and a much greater power of translating into English, the actual standard of proficiency expected is, as I have said, much more advanced than that looked for in the case of Persian and Arabic. Add to this that a Manual of Logic has been introduced, which can only be taught on Oriental lines, while the questioners evidently expect that the candidate shall have studied the book in western fashion, and a case of unusual hardness and inequality is, I think, made out. The Punjab has never been famous as a home for the study of Sanskrit. It is to a great extent an exotic, and exotics require tender and considerate treatment if they are to flourish and take root. (2) The courses prescribed in Sanskrit change almost entirely each year.

In the Intermediate only Taska Sangraha remains unchanged, and those who have failed and wish to take up Sanskrit again will have to get up, as best they can, pretty nearly a two years' course in half the time. This at least is an injustice, which ought, in my opinion, to be speedily removed. In Arabic and Persian the courses remain from year to year unchanged. Perhaps they should not do so, but that does not alter the unfairness of the present arrangement. The result is what might be expected of those who have failed. All who can will abandon Sanskrit and fall back on Persian as the lesser of two evils, and I find it impossible to attempt to dissuade them from doing so. I yield to none in the desire to see the study of Sanskrit developed in this Province on sound and rational lines, European and Eastern methods being, so far as possible, allowed to work together and help each other. But there must be due regard to fairness and the interests of students who at present are but the *corpus vile* on which the *experimentum* is being ruthlessly applied.

I trust that the recent adverse vote in the Senate of the University will not be allowed to dispose for good of the question whether we can have Moderators for, at any rate, the lower examinations, without endangering our recovered reputation for fairly and honestly conducted examinations. If most other Indian Universities find the system at once necessary and practicable, there can be no reason in the nature of the case why we should acquiesce in the decision that it is neither necessary nor practicable. Almost all the *fiascos* which attend our examinations are traceable to this one cause—want of moderation. If the Board of Studies were somewhat more drastic and insistent in their procedure, much might even now be effected; and if further their powers could be further extended so as to include the right to have the answer papers in any subject re-examined, with a view to ascertaining how far the standard of examining applied has been a fair one or the work conscientiously done in cases where there is doubt on either of these points, the ground for dissatisfaction, at the present state of things, would still further be removed. At present, it seems to me the Board is inclined to be too indulgent to the feelings of the Examiner. If an Examiner is annoyed at finding his results challenged or modified, it is always competent for him to decline to examine again, and perhaps the University would not always find it necessary to regret his doing so.

5. The following table shows the results of the examinations held in 1892, as compared with the results of the preceding year:— Results of Examinations.

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate, Punjab	Candidates ...	20	15	5	...
	Passes ...	10	8	2	...
B. A., Punjab ...	Candidates ...	6	2	4	...
	Passes ...	3	2	1	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics (A Course).	Mathematics (B Course).	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. and Intermediate Examinations.	Candidates ...	1891-92 ..	20	2	8	10	20	...	12	..	...	8
		1890-91 ..	15	1	3	11	15	...	14	2	...	8
		Increase ...	5	1	5	...	5	...	...	...	...	...
		Decrease .	...	...	...	1	...	...	2	2	...	...
	Passes ...	1891-92 ..	19	1	1	8	20	...	9	...	...	7
		1890-91 ...	13	1	2	10	10	...	14	2	...	7
		Increase ...	6	...	...	...	10	...	.	..	...	...
		Decrease ...	...	...	1	2	...	...	5	2	...	...

Appendix B.

Report on the St. Stephen's Mission College, Delhi.

RESULTS OF EXAMINATIONS IN EACH SUBJECT—*concld.*

			English.	Arabic.	Sanskrit.	Persian.	Mathematics (A Course).	Mathematics (B Course).	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
B. A. Examination.	Candidates	1891-92	6	...	2	3	3	..	...	3	...	1
		1890-91	2	...	1	1	...	...	1	1	...	...
		Increase	4	...	1	2	3		...	2	...	1
		Decrease	...	...	...	...	...	.	1	...	...	...
	Passes	1891-92	5	...	1	2	2	...	...	3	...	1
		1890-91	2	...	1	1	...	...	1	1	...	...
		Increase	3	.	..	1	2	...	...	2	...	1
		Decrease	...	...	...	...	...	...	1	...	...	...

Physical training and games.

6. By kind permission of the Municipal Committee we were allowed, on vacating the buildings rented for the College, to set up a Gymnasium in the Queen's Gardens, and the change is in every way an advantageous one, though the College students profess to be ashamed of performing their athletic feats in such a public place, and do not take kindly to the change. I should be unwilling to give in to such an unmeaning whim ; but if, despite one's arguments, it is found that they continue to object to the present site, I may find it necessary to have a separate Gymnasium erected for them in the new College compound.

Boarding House.

7. The new Boarding House has been opened, and the students are comfortably settled in it. Only a small portion of the design has at present been carried, and we have only room for about 20 students. But it is hardly likely that the number of boarders will, for the present, exceed the accommodation, and I must hope that by the time enlargement is called for, funds will be forthcoming to enable us to complete the building. During the past year the number has been on the average about eight. The conduct of all has been uniformly good. Professor Rudra has been appointed Superintendent. He lives in a small *kothi*, which has been built on ground adjoining the Boarding House.

Conduct of the students.

8. I have only to repeat the brief report of last year that the behaviour of the students has been excellent. Applications for extended leave on the score of marriages, &c., are a difficult problem, and I am beginning to think that much greater strictness will soon have to be exercised in granting such leave than has hitherto been advisable or indeed practicable. As education advances and the true idea of study is more realised, it ought one feels to be taken as a matter of course that leave for more than a day or so at a time, except in most urgent cases, ought neither to be applied for, nor granted.

Moral instruction.

9. Besides the regular religious instruction, frequent lectures and addresses have been given to the students, many of them by visitors, who are more and more being indented on for this purpose. The other auxiliary classes have been continued as indicated in my last report.

Library.

10. The number of books taken out during the year was 490. This is exclusive of those taken out of the Club and Government School Libraries. Of these, the former continue to be very popular.

Progress.

11. The opening of the new College has been the chief event in the past year's record of progress. So far as can be judged, it quite fulfils the expectations raised as to accommodation and convenience. The only drawback we have met with yet is that there is a great deal of echo in the class rooms. We hope to remedy this in time, but it will force us to have the ceilings covered with canvas *chhats*, which will disfigure the appearance of the rooms a good deal. The satisfaction derived from having at length a building adapted in all respects to our educational wants is, I need hardly say, heavily discounted by the fact that we still have a very large sum to pay off before the building is clear of the debt which I had to announce on the occasion of the opening by Sir James Lyall in December last. The debt amounts to nearly Rs. 10,000 ; and

though by the kindness of friends out here and at home we have been able to meet all actual charges on the building, it will be long, I fear, before the deficit itself can be finally made up. As soon as the accounts have been audited and the actual sum required is ascertained, I shall put forth a supplementary appeal, and trust that help will then be forthcoming to help us in our need.

General Remarks.

12. Two new donors of prizes have come forward during the past year :—One Lálá Hakúmat Rái, the father of two of our students, has founded two Silver Medals of the value of Rs. 10 and Rs. 20 for the highest pass in the Entrance and B. A. Examinations respectively. The other donor is Lálá Damodar Dás, B. A., Extra Assistant Commissioner, an old student, who has made known his intention of founding a prize of Rs. 20, to be awarded annually to the student who stands first in the College in English. These prizes are valuable as affording testimony in the one case to the value attached by a parent to the education imparted in the College, and in the other to the grateful interest entertained for his *Alma mater* by a former student. They contrast favourably with the general apathy which still, I regret to say, characterizes the *rais* of Delhi. I can only hope that such examples will serve to stimulate others to a sense of their lamentable want of public spirit in educational matters.

Appendix C.

Report on the Mission College, Lahore.

APPENDIX C.

REPORT BY THE PRINCIPAL ON THE LAHORE MISSION COLLEGE FOR THE YEAR 1891-92.

Number and distribution of scholars.

The following table shows the number and distribution of scholars on 31st March, 1892, as compared with those of the corresponding date last year :—

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class ...	First year ...	45	44	1	...
	Second year...	48	49	...	1
B A. Class ..	Third year ...	31	25	6	...
	Fourth year ..	29	16	13	...
	Total ...	153	134	19	...

Expenditure.

2. The following table gives the details of expenditure for the past year, as compared with that of 1890-91 :—

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs. a. p.
Provincial Revenues	3,600	3,600	...	...
Fees	7,853	5,927	1,926	...
Subscriptions	10,759	12,334	...	1,575
Total ...	22,212	21,861	351	...

Scholarships.

3. The following table shows the number of Scholarship-holders and the sources from which their scholarships were defrayed :—

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
EXPENDITURE.	Provincial Revenues	4,466	4,158	308	...
	Municipal Funds	851	820	31	...
	University Funds	688	612	76	...
	Other sources	247	240	7	...
	Total ...	6,252	5,830	422	...
NUMBER OF HOLDERS OF	Government and University Open Scholarships ...	24	22	2	...
	Jubilee Scholarships	9	8	1	...
	Other Scholarships	15	12	3	...
	Total ..	48	42	6	...

Results of Examinations.

The following table shows the results of the examinations held in 1892, as compared with the results of the preceding year :—

		1891-92.	1890-91.	Increase.	Decrease.
F. A., Calcutta ..	Candidates ...	2	1	1	...
	Passes ...	1	..	1	...
B. A., Calcutta ...	Candidates ...	...	1	...	1
	Passes ...	...	...	...	..
Intermediate, Punjab University.	Candidates ...	44	47	.	3
	Passes ..	37	30	7	.
B. A., Punjab University.	Candidates ...	26	16	10	..
	Passes ...	13	10	3	...

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics.	Philosophy.	History and Political Economy.	Botany.	Chemistry and Physics.
F. A. Intermediate.	F. A. and Intermediate Candidates.	1891-92	44	5	9	30	44	32	1	...	12
		1890-91	47	11	12	34	47	28	1	...	18
		Increase	...	...	...	...	...	4	...	...	...
		Decrease	3	6	3	4	3	...	...	...	6
	Passes	1891-92	42	4	7	30	41	29	1	...	9
		1890-91	45	8	9	27	39	24	1	...	7
		Increase	...	...	...	3	2	5	...	...	2
		Decrease	3	4	2	...	...	...	...	...	...
B. A. Examination.	B. A. Candidates	1891-92	26	3	4	13	8	7	8	2	...
		1890-91	16	2	7	8	11	8	5	...	2
		Increase	10	1	...	5	...	...	3	2	...
		Decrease	...	...	3	...	3	1	...	...	2
	Passes	1891-92	15	3	1	12	6	6	8	2	...
		1890-91	14	2	4	8	9	7	5	...	1
		Increase	1	1	...	4	...	...	3	2	...
		Decrease	...	...	3	...	3	1	...	...	1

Attendance.

5. There has been an increase in the number of students in attendance, the enrollment at the close of the year being 153, as against 134 in 1890-91. This gain has been in the B. A. Class. At the opening of the year the services of one of our own graduates were secured as Assistant Professor of Mathematics.

Results of Examinations.

6. The success of our students in the University Examinations has been fairly satisfactory, though we were much disappointed over the failure of some two or three of our B. A. candidates, who were regarded as among the ablest and best prepared men of the class.

Of the thirteen successful men, one took the first place in the Province, standing alone in the First Division; eight were assigned to the Second Division; and four to the Third. Three of the above have earned scholarships.

In the Intermediate Examination, there were 37 passes out of 44, of whom 4 stood in the First, and in the Second Division 25. Four of these are entitled to scholarships. The Aitchison-Rám Rattan Sanskrit Scholarship has been again won by a student of our Intermediate Class.

The results of the University Examinations this year seem to me to emphasize even more strongly than those of last year the importance of some such adjustment of the Classical languages as may serve to remove the causes which prevent students from taking up Sanskrit and Arabic.

Physical Training.

7. Tennis, Cricket and Football have been encouraged to the utmost of our ability, and such recreation has been much more popular this year than formerly. All students living in the Boarding Houses are required to engage in some form of physical exercise each day.

In the case of students living in the city we are obliged to leave the matter in their own hands.

Boarding Houses.

8. The lack of sufficient accommodation in our Boarding Houses has been felt even more than last year. The building, situated at some little distance from the College, referred to in our last report, is still utilized as quarters for those for whom space cannot be found in the College Boarding Houses. For Christian students ample accommodation is provided in the Kennedy Hall, near the College.

Report on the Mission College, Lahore.

Conduct.

9. The conduct of the students has been uniformly good. In no case has it been necessary to inflict the penalty of suspension or expulsion. The chief offence, and almost the only one calling for the exercise of discipline, has been that of individual instances of indolence or indifference to the rules, which insist upon regularity in attendance and diligence in study.

Moral and religious instruction.

10. As in former years, frequent lectures on moral and religious subjects have been delivered by members of the staff and by others.

One period of every day is devoted to religious teaching and discussion, and the students are encouraged to examine for themselves those great questions which we regard as of the utmost importance in their bearing upon the character and life of the individual.

Literary Societies.

11. In the Literary Societies the students are afforded a field for the practice of English speaking. Attendance upon the sessions of these Societies is compulsory. The contests in Essay, Debate, and Oration, introduced last year, have been continued, and with the most satisfactory results.

Library.

12. Our Library has grown but little during the year; but the books which it contains have been more largely used by the students than in any previous year.

APPENDIX D.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, LAHORE CIRCLE.

In addition to the Colleges providing instruction for Degree Examinations, there are, as last year, two Colleges preparing students for the Intermediate Examination, with which alone my report is concerned. These are the Daya Nand Anglo-Vedic College at Lahore and the Municipal Board College at Amritsar.

(*a*). In the former of these, the numbers have risen from 61 to 89, showing an increase of 28 in this still growing institution. In the latter, there has been an increase of 2, from 21 to 23, a slight fluctuation, which does not foreshadow any steady increase. The following table exhibits the combined figures, with the distribution of the students in the two classes :—

NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class ...	First year	54	49	5	...
	Second year	58	33	25	...
Total		112	82	30	...

(*b*). The tabular statement of expenditure on Establishment and Contingencies given below shows an increased expenditure of Rs. 810, made up of Rs. 730 on the Daya Nand and Rs. 80 on the Amritsar College; but in the latter case the expenditure from Municipal Funds has decreased by Rs. 90. In the case of the Daya Nand College, there is an indirect expenditure of Rs. 1,347, apart from a small sum under the head of Municipal Scholarships. Of this, Rs. 848 were spent on furniture and apparatus, and the remainder on the maintenance of a Boarding House, in which the boarders (36 in number) pay a small fee of 8 annas per mensem.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Municipal Funds	3,909	3,999	...	90
Fees	3,250	2,460	790	...
Subscriptions	1,223	1,204	19	...
Endowments and other sources	436	345	91	...
Total	8,818	8,008	810	...

(*c*). Fees in the Daya Nand Institution have increased by about Rs. 620, meeting the increased expenditure by all but Rs. 110, which has been made up from subscriptions and other sources, as shown in the tabular statement. In the Amritsar College the fees have increased by Rs. 170, and are still levied at the rates sanctioned for Grant-in-aid Colleges.

Appendix D.

Report on the Lahore Circle.

(*d*). The following statement of scholarships shows an increase of 2 Government and University Open Scholarships, 1 Zamíndári and 6 other Scholarships; while one Jubilee Scholarship has been held in these institutions instead of two last year:—

STATEMENT OF SCHOLARSHIPS.

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	Provincial Revenues	531	307	224	...
	District Funds	30	...	30	...
	Municipal Funds	309	35	274	...
	Other sources	24	...	24	...
	Total	894	342	552	...
Number of holders of	Government and University Open Scholarships.	7	1	6	...
	Jubilee Scholarships	1	2	...	1
	Zamíndári Scholarships	1	...	1	...
	Other Scholarships	3	1	2	...
	Total	12	4	8	...

Of the 12 scholarships, 4 are held in the Daya Nand and 8 in the Amritsar College, the numbers last year being 0 and 4, respectively. The 4 held in the Daya Nand College are all Close Scholarships. At Amritsar, there are three Open Scholarships (against one last year). This shows that some of the most successful students, who gain scholarships, are being attracted by the growing reputation and the smaller fees of these institutions.

There are two loan Municipal Scholarships (of Rs. 8 and Rs. 5 per mensem) held at Amritsar; but the Municipal Committee have undertaken to award no more of them. There is also a small so-called scholarship of Rs. 2 given by the Anjuman-i-Islamiya to a Jubilee Scholarship-holder of Rs. 8.

(*e*). In the Intermediate Examination the Daya Nand Anglo-Vedic College passed 39 candidates out of 48 (30 in Division II, and 9 in Division III. From Amritsar, 6 passed out of 10 (*vide* Table of Results of Examinations given below). Both Colleges claim credit in addition for the success of certain so-called private students, who have, as a matter of fact, received their instruction largely within their walls.

RESULTS OF EXAMINATIONS.

		1891-92.	1890-91	Increase	Decrease.
Intermediate, Punjab ...	Candidates	58	33	25	...
	Passes ...	45	16	29	...

The following table, which gives the results in each subject, shows diminished success in English and Mathematics; but the results in Persian, Sanskrit, Science, History, and Political Economy are better than in the previous year :—

RESULTS OF EXAMINATIONS IN EACH SUBJECT.

			English.	Arabic.	Sanskrit.	Persian.	Mathematics (A Course).	Mathematics (B Course).	Philosophy.	History and Political Economy.	Botany and Geology.	Physics and Chemistry.
F. A. OR INTERMEDIATE EXAMINATION.	Candidates	1891-92	58	...	11	47	58	...	45	4	...	9
		1890-91	33	1	7	27	33	...	30	5	...	4
		Increase	25	...	4	20	25	...	15	...	...	5
		Decrease	...	1	...	...	...	...	...	1	...	...
	Passes	1891-92	54	...	9	39	54	...	42	4	...	9
		1890-91	31	...	1	19	31	...	23	3	...	1
		Increase	23	...	8	20	23	...	19	1	...	8
		Decrease	...	...	...	...	...	...	...	...	...	...

(*f*). At the Daya Nand College nothing has been done in the way of Physical training. At Amritsar the College students play lawn tennis in preference to cricket. It is a pity that they should be at all separated (as they appear to be) from the School Cricket Club, so as to have to make up an eleven of their own: they are not numerous enough for this.

(*g*). The Daya Nand Anglo-Vedic Boarding House, as already stated, accommodates 36 boarders. In Amritsar the School Boarding House is available for College students, of whom, however, there is only one residing there.

(*h*). The conduct of the students has been satisfactory. There has not been any definite moral instruction provided, nor is the existence of Debating Societies reported.

(*i*). From the facts here reported, it is evident that there has been considerable progress during the year, particularly in the Unaided Daya Nand College. It is an encouraging sign of the times to see our educated young men, who are here employed as lecturers, finding so useful an outlet for their energies in fields opened to them entirely by the private enterprise of native gentlemen; and I welcome their co-operation in the higher educational work of the Circle with complete satisfaction, feeling sure that they are doing their best, and that they are meeting with a sufficient measure of success to reward them for their labours, and to encourage them in their continuance. It is sometimes made a matter of complaint that our native graduates depend so much upon obtaining employment under Government, and that if they fail in this, they have no enterprize to use their educated faculties to their own profit, or for the good of their country. But in educational work, the reproach is not justified, and they are, no doubt, actuated by the conviction that they cannot serve their country better than by helping its intellectual advancement.

Appendix E.

Report on the Rawalpindi Circle.

APPENDIX E.

CHAPTER III.—UNIVERSITY EDUCATION.

REMARKS BY THE INSPECTOR OF SCHOOLS, RAWALPINDI CIRCLE.

SCOTCH MISSION COLLEGE, SIALKOT.

(*a*).—NUMBER AND DISTRIBUTION OF SCHOLARS AT THE CLOSE OF THE YEAR.

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate Class ...	First year ...	...	6	...	6
	Second year ...	6	10	...	4
	Total ...	6	16	...	10

The only College in the Circle is at Siálkot, belonging to the Scotch Mission, and it teaches up to the Intermediate standard. Against 16 students at the end of last year (first year 6, second year 10), there were only six at the end of this year, and all these belonged to the second year. Only two students joined the first-year class at the beginning of this year, and they went away to Lahore soon after.

The cause of the small number is attributed to the fees being so high.

(*b*).—EXPENDITURE.

The amount of expenditure from District and Municipal Funds is more than double what it was last year, and nothing is spent from Provincial Revenues.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

From	1891-92.	1890-91.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
District Funds	350	225	125	...
Municipal Funds	300	200	100	...
Fees	284	434	...	150
Endowments and other sources	5,726	5,966	...	240
Total ...	6,660	6,825	...	165

(*c*).—FEES.

Fees are levied according to the Code, and the income for the year on account of the reduction in the number of students has fallen from Rs. 434 to Rs. 284, or nearly 35 per cent.

(*d*).—SCHOLARSHIPS.

The number of scholarships has been reduced during the year from three to two, and the expenditure on them has fallen by 45 per cent.

STATEMENT OF SCHOLARSHIPS.

		1891-92.	1890-91.	Increase.	Decrease.
Expenditure.		Rs.	Rs.	Rs.	Rs.
	Provincial Revenues	200	88	112	..
	University Funds	...	276	...	276
	Total ...	200	364	...	164
Number of holders of					
	Government and University Open Scholarships	1	2	...	1
	Jubilee Scholarships	1	1	...	...
	Total ...	2	3	...	1

(*e*).—RESULTS OF EXAMINATIONS.

The results of the two F. A. Examinations, at which candidates appeared since the opening of these College Classes, were good, *viz.*, 4 passes in 6 candidates this year, and 7 in 10, respectively, last year.

RESULTS OF EXAMINATIONS.

		1891-92.	1890-91.	Increase.	Decrease.
Intermediate, Punjab ...	Candidates ...	6	10	...	4
	Passes ...	4	7	...	3

(*f*).—PHYSICAL TRAINING, GAMES, &c.

These are carried on with the scholars in the School to which the College Classes are attached.

(*g*).—BOARDING HOUSES.

Those in which the boarders of the attached School live.

(*h*).—CONDUCT, &c.

Conduct good. The Bible is taught. There is no Debating Society attached.

(*i*).—GENERAL PROGRESS DURING THE YEAR.

Results of F. A. Examination good. Number of students greatly reduced. First-year class extinct almost the whole year.

Appendix F.

Report on the Oriental College, Lahore.

APPENDIX F.

REPORT BY THE PRINCIPAL ON THE ORIENTAL COLLEGE, LAHORE, FOR THE YEAR 1891-92.

The actual expenditure on the Oriental College during the year 1891-92 has been as follows :—

	College.			*School.*			*Total.*		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Establishment and Contingencies ...	20,781	7	10	4,907	3	3	25,688	11	1
Scholarships, &c.	5,856	6	10	627	10	4	6,484	1	2
Total ...	26,637	14	8	5,534	13	7	32,172	12	3

Being an increase of Rs. 12-4-11 on the previous year.

The income of the College during the year from fees for tuition, &c., has been—

	Rs.	a.	p.
In the College Department	466	15	0
In the School Department	47	4	0
Total ...	514	3	0
Miscellaneous Receipts.			
Savings from Stipends	25	5	3
GRAND TOTAL ...	539	8	3

NUMBER OF SCHOLARS ON THE ROLL ON 31st MARCH, 1892.

COLLEGE DEPARTMENT.

Reading for Degrees—

For the M. A. Degree in Sanskrit	1
„ M. O. L. Degree in Arabic	2
„ B. O. L. Degree in Urdú	5
Total ...	8

Reading for the Intermediate Examinations—

For the Intermediate Examination in Urdú	7
Ditto ditto Hindí	1
Total ...	8

Reading for the Oriental Examinations—

For the Shástrí or Honors in Sanskrit	5
Do. Vishárada or High Proficiency in Sanskrit ...	8
Do. Manalví Fázil or Honors in Arabic	15
Do. do. 'Alim or High Proficiency in Arabic ...	9
Do. Munshí Fázil or Honors in Persian	6
Do. do. 'Alim or High Proficiency in Persian ...	6
Do. High Proficiency and Honors in Gurmukhí ...	7
Total ...	56
The total number of students in the College Department ...	72

SCHOOL DEPARTMENT.

Reading for the Entrance Examinations—

For the Entrance Examination in Urdú	11
Ditto ditto Hindí	3
Total ...	14

Reading for the Oriental Titles Examinations—

For Proficiency in Sanskrit		22
Ditto Arabic		8
Ditto Persian...		7
Ditto Gurmukhí		5
Total ...		42
The total number of students, in the School Department ...		56

The number of students, divided according to race or creed, reading for each course on 31st March, 1892, was as follows :—

Courses.	Native Christians.	Hindús.	Muhammadans.	Sikhs.	Total.
COLLEGE DEPARTMENT.					
Reading for Degrees, M. A. Course	...	1	...	...	1
„ „ „ M. O. L. Course	...	...	2	...	2
„ „ „ B. O. L. „	...	...	3	2	5
„ „ the Intermediate Examination	...	3	3	2	8
„ „ Honors in Sanskrit	...	5	...	...	5
„ „ High Proficiency in Sanskrit	...	8	...	...	8
„ „ Honors in Arabic	...	...	15	...	15
„ „ High Proficiency in Arabic	...	...	9	...	9
„ „ Honors in Persian	...	...	6	...	6
„ „ High Proficiency in Persian	...	1	5	...	6
„ „ Honors in Gurmukhí	...	...	..	3	3
„ „ High Proficiency in Gurmukhí	...	1	...	3	4
Total College Department ...	...	19	43	10	72
SCHOOL DEPARTMENT.					
Reading for the Entrance Examination, Oriental Faculty	...	3	10	1	14
„ „ Prajna or Proficiency in Sanskrit ...	...	22	...	...	22
„ „ Maulaví „ in Arabic	...	...	8	...	8
„ „ Munshí „ in Persian... ...	...	...	6	1	7
„ „ Buddhiman „ in Gurmukhí ...	...	...	...	5	5
Total School Department ...	...	25	24	7	56

The number of scholarship-holders and stipendiaries on 31st March, 1892, and the average expenditure per student were as follows :—

College Department.	*No.*	*Average expenditure per student per mensem.*
Government scholarship-holders ...	8	11·08
University ditto ...	17	8·6
Endowed or Special* ditto ...	9	9·6
Stipendiaries	26	3 2
Getting no scholarship or stipend ...	13	
Total ...	73 †	
School Department.		
University scholarship-holders	4	6·8
Endowed or Special ditto	2	1 6
Stipendiaries	10	2·1
Getting no scholarship or stipend ...	40	
Total ...	56	

* Includes the Bahawalpur Arabic Scholar, who did not belong to any of the College Classes.

† *See* note above.

Appendix F

Report on the Oriental College, Lahore.

The following table shows the number of students of each class who went up for the University Examinations in 1892 and of those who passed :—

Classes.			Number on the roll on 31st March, 1892.	Went up for Examination.	Number passed.	Percentage of passed students.	Remarks.
1			2	3	4	5	6
Arts ...	Entrance 2nd year	Hindí ...	1	1	...	..	
		Urdú ...	5	5	2	40	
	Intermediate, 2nd year ...	...	5	5	5	100	
	B. O. L., 2nd year ...	...	2	2	1	50	
	M. O. L., 2nd year ...	...	1	1	1	100	
Sanskrit	Proficiency, 2nd year ...	...	8	8	5	62	
	High Proficiency, 2nd year ...		3	3	2	66	
	Honors, 2nd year ...	...	3	3	3	100	
Arabic ...	Proficiency, 2nd year ...	...	3	3	3	100	
	High Proficiency, 2nd year ...		5	5	5	100	
	Honors, 2nd year ...	...	5	5	5	100	
Persian ...	Proficiency, 2nd year ...	...	5	5	3	60	
	High Proficiency, 2nd year ..		3	3	3	100	
	Honors, 2nd year ...	...	3	3	3	100	
Gurmukhi	Proficiency	...	2	1	1	100	
	High Proficiency	...	4	4	3	75	
	Honors in Gurmukhí ...	...	3	...	...	...	
	Total ...		61	57	45	78·9%	

The following table shows the number of students on the rolls on 31st March, 1892, in the Government College, Lahore, who received instruction in Oriental Languages in the Oriental College :—

Name of Language.	Name of Class.				Total.	Remarks.
	B. A. Class.		*Intermediate Class.*			
	2nd Year.	1st Year.	2nd Year.	1st Year.		
Sanskrit	3	1	5	5	14	
Arabic	3	...	5	2	10	
Persian	24	7	16	25	72	
Arabic and Persian	1	...	3	...	4	
„ „ Sanskrit	...	...	...	...	...	
Sanskrit and Persian	...	...	...	...	...	
Grand Total ..	31	8	29	32	100	

The following table shows the number of students of the Government College, Lahore, taught by Oriental College Teachers, who took up Sanskrit, Arabic, or Persian at the B. A. and the Intermediate (Arts) Examinations, 1892, and of those who passed *in these languages* :—

Classes.		Number on the roll on 31st March, 1892.	Went up for the Examination.	Number passed in Oriental Languages.	Percentage of passes in Oriental Languages.	Remarks.
1		2	3	4	5	6
Sanskrit	B. A.	3	3	3	100	*
	Intermediate	5	5	2	40	
Arabic	B. A.	3	3	2	66	†
	Intermediate	5	5	5	100	
Persian	B. A.	24	24	17	70	‡
	Intermediate	16	16	14	87	
	Total	56	56	43	76·7%	

* The Aitchison-Rám Rattan Sanskrit Scholarship was gained by a student taught in the Oriental College, who stood highest at the B. A. Examination in Sanskrit.

† The highest number of marks in Arabic at the B. A. Examination was obtained by a student taught in the Oriental College.

‡ A student taught in the Oriental College stood highest in Persian at the Intermediate Examination.

Instruction in English.

The number of students receiving instruction in English was, on the 31st of March, 1892, as follows :—

	No. of students.
First Year Entrance Class	7
Higher Middle Class	14
Lower Middle Class	10
III Primary Class	9
II Primary Class	13
I Primary Class	41
Total ...	94

Four students reading in the Oriental Titles Classes applied for and received dispensation from attendance at the hours of English instruction; among these, 3 were blind and one was a casual student.

The teaching of the First Year Entrance Class and the two Middle Classes was entrusted during the year under report to Teacher L. Shugan Chand, holding an Anglo-Vernacular Senior Teacher's Certificate of the Second Grade, who also superintended the tuition of the Primary Classes, which was conducted by the Assistant English Teacher, Múl Singh. The Anglo-Vernacular Junior Certificate of the latter was made permanent at the conclusion of the school year by the Inspector of Schools, Lahore Circle, after his having passed an examination in Practice of Teaching.

Four among the students who had attended the Higher Middle Class in the previous school year, and had been promoted to the High School Class in 1891, appeared as Private candidates at the A. V. Middle School Examination of 1892, having prepared themselves privately in subjects other than English. Three among these four students passed successfully in the subject of English.

Twelve out of 14 students, who attended the Higher Middle Class during 1891-92, appeared subsequently at the Special Examination in English, which was held in April 1892, for the first time, in connection with the

Appendix F.

Report on the Oriental College, Lahore.

Oriental Titles Examinations under the revised regulations proposed by the Senate, and awaiting the sanction of the Local Government. These 12 candidates were joined by one other, who had previously received in the Oriental College instruction in English up to the required standard, but had left the institution before the end of the school year. The results of this Examination have not yet been published.

Oriental College Library.

During the year under report considerable additions have been made to the Library of the Oriental College, for which a total expenditure of Rs. 492-9-6 was incurred. As in previous years, purchases of books were made chiefly with the object of providing the College with critical Editions of Oriental Classics and with modern books of reference in the departments of Sanskrit, Arabic, and Persian Philology, which would assist teachers and pupils in acquiring a better knowledge of the methods and results of Western research in the field of Oriental studies.

Among the more notable additions during the year under report may be mentioned: a set of critically edited Sanskrit texts published in the Bombay Government Sanskrit Series and by the *Nirnaya Sagara Anandasraya* Presses; Rájá Rám Shastri's edition of the *Rigveda with Sáyana's Bhashya;* Dr. Rieu's Catalogue of the *Persian Manuscripts in the British Museum;* Editions of Arabic texts from the *Bulaq* and *Beyrouth Mission* Presses, &c. Through the liberality of the Asiatic Society of Bengal the Library was presented with a set of the Society's latest publications of Sanskrit, Arabic, and Persian Texts in the "Bibliotheca Indica."

The total number of works added during 1891-92 amounts to 111 in 126 volumes, of which 38 works have reached the Library as presents from the Asiatic Society of Bengal, the Director of Public Instruction, Punjab, and other donors.

House Examinations.

During the year 1891-92, 18 House Examinations by means of written papers have been held for each class of the Oriental College and School under the superintendence of the Principal. These House Examinations embraced all subjects taken up by the students reading in the Degree and High School Classes. For the Oriental Titles Classes 18 House Examinations were held in the different branches of the Oriental Languages and Literatures taught, and 3 House Examinations in English.

For the I Year Classes of the College and School an Annual Examination was held at the close of the school year 1890-91, comprising eight written papers.

Remarks of the Oriental College Committee on the Report for 1891-92.

I.—The receipts of the Oriental College Budget for the year 1891-92 amounted to Rs. 22,088. Against this there is an expenditure of Rs. 20,938 in the year under report, so that there has been a saving of Rs. 1,150 on the whole. This saving resulted chiefly from restricted expenditure under the heads of Stipends and Miscellaneous Expenses. To the saving on the Budget (Rs. 1,150) must be added receipts on account of fees (Rs. 514), against Rs. 466 in the preceding year, making a total saving of Rs. 1,664.

II.—The total expenditure against the Oriental College Budget was Rs. 20,938, against Rs. 20,691 in the previous year. Towards this expenditure Rs. 3,200 were contributed by the Special Government Grant, which has been sanctioned by the Local Government to meet the actual expenses connected with the tuition of Government College Classes in Oriental Languages.

The total expenditure against the University Budget was Rs. 10,178 (including Rs. 2,520 on account of Assistant Professors transferred from the Government College, and Rs. 4,474 on account of Endowed Readers), and Rs. 1,057 were spent on account of Government Scholarships held by students of the College.

III.—The number of students on the roll on the 31st March, 1892, was 72 in the College and 56 in the School Department. These figures are identical in their total with the figures for the same date of the previous year, which were 79 in the College and 49 in the School Department, showing a decrease of 7 in the former and a corresponding increase of 7 in the latter Department.

IV.—The scholars on the rolls on the 31st March, 1892, were divided according to creed as follows :—

	Hindú.	*Muhammadan.*	*Sikh.*	*Total.*
College Department ...	19	43	10	72
School do. ..	25	24	7	56
Total ...	44	67	17	128

V.—The following was the number of scholarship-holders (Government, University, Municipal) and stipendiaries on the 31st March, 1892 :—

	Scholarship-holders.	*Stipendiaries.*	*Without scholarship or stipend.*	*Total.*
College Department ...	33	26	13	72
School do. ...	6	10	40	56
Total ...	39	36	53	128

VI.—No reduction has taken place during the year in the number of stipendiaries, which remained 36; but it is gratifying to find that the number of students reading without scholarships or stipends has increased since the close of the previous school year from 49 to 53.

VII.—In addition to students actually belonging to the Oriental College, 102 students of the Government College, Lahore, who were reading for Arts Examinations, received in the year under review instruction in Oriental Languages in the Oriental College. Six teachers (among them the Principal) were either permanently or for part of their time engaged in the tuition of these classes.

VIII.—During the year under report no changes of importance have taken place in the Courses of Reading prescribed for the Oriental Language and Degree Examinations by the Punjab University. The recommendations of the Sub-Committee appointed for the re-organization of the College Classes have been strictly carried out in the tuition of the Arts and Oriental Titles Classes, both in the College and School.

IX.—The results gained by the Oriental College in the various University Examinations have been in the year under review even more satisfactory than in the preceding years, 78·9 per cent. of the candidates sent up from the Oriental College and School having passed the various University Examinations, against 72·4 per cent. in 1891, 71·4 per cent. in 1890, 67·6 per cent. in 1889, and 47 per cent. in 1888. (*See* Statement of Results, p. xxii). These results may claim, perhaps, all the more attention, as they were obtained in not less than 15 different examinations.

The pass percentages obtained by the Oriental College, were in 9 examinations considerably higher than those obtained by the total of the candidates, and in 4 other examinations equal to the general pass percentages. In not less than 9 examinations, *viz.*, Intermediate (O. F.) M. O. L., Shástrí, Maulaví, Maulaví 'Alim, Maulaví Fázil, Munshí 'Alim, Munshí Fázil, and Buddhiman Examinations, the College obtained fully 100 per cent. of passes.

The results of the year have also been favourable with regard to the success gained by individual students of the Oriental College in these examinations. The only successful candidate in the M. O. L. Examination (in Arabic) came from the Oriental College and was placed in the II Class. In the Intermediate Examination two students of the College stood highest in order of merit. It has further to be noted that for the first time the highest place in all three Sanskrit Titles Examinations of the University was gained by Oriental College students.

The following list shows the examinations in which Oriental College students stood first in order of merit :—

Intermediate Examination (O. F.).
Prajna ,,
Vishárada ,,
Shástrí ,,
Maulaví Fázil ,,
Maulaví 'Alim ,,
Vidvan ,,

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Report on the Oriental College, Lahore.

Eight Government and University Scholarships, one Gold Medal and one Prize was gained by students of the Oriental College on the results of the above examinations.

With regard to the results of the tuition received in the Oriental College by students of the Government College, it is satisfactory to note that 76·7 per cent. of all Government College students, who had appeared at the Intermediate and B. A. Examinations of 1892, passed with success in the Oriental Classical Languages in which they had received instruction in the Oriental College.

The Aitchison-Rám Rattan Sanskrit Scholarship was awarded at the B. A. Examination to one of these students of the Government College for having obtained the highest number of marks in Sanskrit. Students taught in the Oriental College stood also highest in Arabic and Persian at the B. A. and Intermediate Examinations, respectively.

X.—The system of House Examinations, as introduced in 1888, has been continued during the year under report; and the rules by which the award and tenure of stipends is made dependent on the results obtained in these House Examinations have been strictly maintained.

XI.—The Teaching Staff of the Oriental College has undergone considerable changes during the year under report.

In Pandit Maya Rám, Second Pandit, School Department, who died after a short illness on the 8th February, 1892, the College lost a very efficient teacher. During the remaining months of the school year Pandit Ganga Vishnu, a former student of the College, who had distinguished himself in the Shástrí Examination of 1890, officiated temporarily pending the appointment of a permanent teacher.

Serious difficulty in the teaching of the Sanskrit Classes arose from the protracted illness of Pandit Sukh Diyál, 2nd Pandit, College Department, who was granted sick leave by the Oriental College Committee from 1st December, 1891, to 15th March, 1892. During this period Pandit Sukh Diyál's work was carried on, as the examination results of the Sanskrit Titles Classes showed, in a very satisfactory manner, by Pandit Durga Datta, 1st Pandit, School Department. Pandit Sukh Diyál died from the effects of his illness shortly after the close of the school year, and the Committee had to record its regret at the loss of this estimable teacher, who, during the 18 years of his employment, had rendered very valuable services to the tuition of Sanskrit in the College.

Maulaví 'Abdul Hakím, Head Munshí, was obliged to proceed on sick leave on two occasions for periods of six and four weeks, respectively. During this time the Head Munshí's work was carried on by Maulavi Muhammad Dín, M. O. L., Second Munshí, College Department, and Maulaví Muhammad Dín, Persian Teacher, School Department. In the place of the latter, Maulavi 'Abdul Salám, late Baháwalpur Arabic Scholar, officiated.

Leave for shorter periods was granted by the Oriental College Committee to Munshí Ghulám Mustafá, 1st Master, Urdú School Department, on account of illness, and to Maulaví Rashíd Ahmad, Additional Arabic Teacher, on account of private affairs, suitable officiating arrangements being made during their absence.

Bhái Chanda Singh, Gurmukhí Teacher, School Department, was permitted to resign his post on account of old age and infirmity; no definite appointment could be made in his place before the close of the year under report.

Lálá Chandar Bhán, M.A., was nominated by the Senate of the University to the post of Patiála Translator, and took up his work as Teacher of Mathematics in the College Department on the 1st April, 1891.

M. Asghar 'Alí, B. O. L., succeeded in June, 1891, on the results of that year's Maulaví Fázil Examination, to the Baháwalpur Arabic Scholarship. He was employed, like his predecessors, as Teacher of Arabic and Persian in the School Department.

APPENDIX G.

REPORT BY THE PRINCIPAL ON THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE YEAR 1891-92.

Students.—The number under instruction during the past year rose from 297, the figures for 1890-91, to 322, an increase of 25. Of these, 144 attended the College as members of the Assistant Surgeon Class, and 178 the School in the Hospital Assistant Class. The increase took place chiefly in the numbers attending the College, and was distributed over all classes of these students, except Government Scholarship-holders, who were fewer by one than in the previous year. The number of Punjab free students rose from 60, the total for 1890-91, to 66, and there was also an increase of 4 in the number of North-Western Provinces free students.

The attendance in the School was larger by 5 than in 1890-91; but the number of free students fell from 33, the figure for that year, to 29. The increase was principally due to the formation of a class of students who are being trained for service as Hospital Assistants in Burmah at the expense of the Burmah Administration: this class included 17 students. On the other hand, Military pupils were fewer by 12 than in 1890-91.

NUMBER AND DISTRIBUTION OF STUDENTS IN THE MEDICAL COLLEGE AND SCHOOL ON 31ST MARCH, 1892.

	1891-92.	1890-91.	Increase.	Decrease.
MEDICAL COLLEGE.				
Punjab Government scholarship-holders	28	29	...	1
Punjab Government female scholarship-holders	4	2	2	...
N.-W. Provinces Government scholarship-holders	12	13	...	1
N.-W. Provinces Government female scholarship-holders	1	...	1	...
District Fund scholarship-holders ...	5	3	2	...
Municipal Fund scholarship-holders...	3	1	2	...
University and other scholarship-holders	11	7	4	...
Free female students	1	...	1	...
Punjab free students	66	60	6	...
N.-W. Provinces free students ...	13	9	4	...
	144	124	20	...
MEDICAL SCHOOL.				
Military Medical pupils	36	48	...	12
Civil Medical pupils	31	31	...	...
Burma students	17	...	17	...
Hakim students	21	22	...	1
Government female students	4	5	...	1
Local students	34	30	4	...
Local female students...	4	4	...	...
Free female students	2	...	2	...
Free students	29	33	...	4
	178	173	5	...

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES.

College.—The decrease in the expenditure from Provincial Revenues was due partly to a diminution in the amount paid as salaries, owing to the absence of the Principal and the Professor of Anatomy on furlough for half the year; their furlough pay not being included in the statement, and the allowances paid to the officers acting for them being less than the full pay. The duties of the Professor of Anatomy were also for a short time performed by the Demonstrator of Anatomy on a very much smaller allowance. The figures for 1890-91 included a special grant of Rs. 2,000 for Physiological apparatus, which, of course, raised the expenditure in that year above the average. The income from fees shows an increase of Rs. 693, as compared with that for the previous year; this increase being due partly to the enhanced rate of fees imposed on students entering in May, 1891, and partly to the increase in the numbers paying fees.

Appendix G.

Report on the Medical College and School.

The decrease in expenditure under the head "Endowments and other sources" was the result of a diminution in the expenditure on furniture, stores, and appliances from the "College Funds."

School.—The expenditure from Provincial Revenues shows an increase of Rs. 1,847, as compared with the figures for the previous year. This was largely due to the inclusion in the School Budget of the allowance of Rs. 100 per mensem paid to the Lecturer on Diseases of Women to female students. This allowance was not formerly shown in the School Accounts, being included in the grant made by Government to the Lady Aitchison Hospital. The expenditure was further increased by the promotion of the Lecturer on Anatomy to the 1st grade of Assistant Surgeons, which added Rs. 50 per mensem to his salary. This promotion was dated the 1st August, 1891. Similarly, the pay of the Junior Demonstrator of Anatomy was increased by Rs. 50 per mensem from the 7th December, 1891.

The small increase shown in the expenditure from Municipal and District Funds and Subscriptions is mainly accounted for by an increase in the salaries paid by the Punjab University to the teachers of Yunání and *Viadik* Medicines. The decrease of Rs. 505 under the head "Endowments and other sources" was due to a decrease in expenditure from the "College Fund" on appliances and furniture.

The total expenditure under all heads amounted to Rs. 83,111, as compared with Rs. 85,121 in 1890-91, a decrease of Rs. 2,010. This gives an average expenditure of Rs. 258 on account of each student; whilst in the year 1884-85, when the total expenditure amounted to Rs. 60,061 only, the average amount for each student was Rs. 319.

EXPENDITURE ON ESTABLISHMENTS AND CONTINGENCIES FOR 1891-92.

	1891-92.	1890-91.	Increase.	Decrease.
MEDICAL COLLEGE.	Rs.	Rs.	Rs.	Rs.
Provincial Revenues	*62,896	66,715	...	3,819
Fees	† 2,594	1,901	693	...
Endowments and other sources ...	‡ 2,613	2,873	...	260
MEDICAL SCHOOL.				
Provincial Revenues	13,424	11,577	1,847	...
Municipal Funds	27	22	5	..
District Funds	22	6	16	...
Subscriptions	48	35	13	...
Endowments and other sources ...	‖ 1,487	1,992	...	505
Total ...	83,111	85,121	...	2,010

Note by the Director of Public Instruction.

* Includes Rs. 6,503 on account of contributions made by District Boards and Municipal Committees towards the increased staff of the Medical College:—

	Rs.
District Funds	3,429
Municipal Funds	3,074

Also includes Rs. 5,055 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

† Includes Rs. 82 on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

‡ This item is on account of extraordinary expenditure on chemicals, furniture, and apparatus, which is an Indirect charge, and recorded as such in General Tables.

‖ Includes Rs. 540 on account of expenses of the Oriental Medical Class attached to the Medical School, as below:—

	Rs.
From Provincial Revenues	233
„ District Funds	22
„ Municipal Funds	27
„ Subscriptions	48
„ Endowments	210
Total	540

Also includes Rs. 1,277 on account of extraordinary expenditure on chemicals, &c., which is an Indirect charge, and shown as such in General Tables.

Scholarships.—The number of scholarships awarded during the past year was larger by 9 than in 1890-91. The increase was largely due to the admission of female students, to whom scholarships had been granted by the Countess of Dufferin Fund Committees. The Municipalities of Dera Ismaíl Khán and Lahore also granted additional scholarships. There was also an increase of 7 in the number of stipends paid, this being partly due to the addition of a "Burmah Class" to the School, also to an increase in the number of stipends paid by the Countess of Dufferin Fund.

Scholarships and stipends are also contributed by the following Native States:—Patiála, Baháwalpur, Kashmír, Kapurthala, Jhind, Málerkotla, and Mandí.

In the College 44 per cent. of the students hold scholarships, whilst in the School the stipends amount to 82 per cent. of the total number of students. The majority of the students admitted to the School are too poor to support themselves during their period of study.

STATEMENT OF SCHOLARSHIPS FOR 1891-92.

		1891-92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
	MEDICAL COLLEGE.				
EXPENDITURE.	Provincial Revenues	7,743	7,747	...	4
	District Funds	* 384	335	49	...
	Municipal Funds	* 310	100	210	...
	University Funds	24	84	...	60
	Other sources	2,155	1,652	503	...
	MEDICAL SCHOOL.				
	Provincial Revenues	11,785	11,282 ~~1,282~~	503	...
	District Funds	1,913	2,131	...	218
	Municipal Funds	458	430	28	...
	Other sources	2,439	1,994	445	...
	Total ...	27,211	25,755	1,456	...
	MEDICAL COLLEGE.				
NUMBER OF SCHOLARSHIP-HOLDERS.	Government Scholarships ...	45	44	1	...
	District Scholarships	5	3	2	...
	Municipal Scholarships ...	3	1	2	...
	University and other Scholarships	11	7	4	...
	MEDICAL SCHOOL.				
NUMBER OF STIPEND-HOLDERS.	Government Stipends	109	106	3	...
	District Stipends	16	14	2	...
	Municipal Stipends	5	4	1	...
	Other Stipends	17	16	1	...
	Total ...	211	195	16	...

* *Note by the Director of Public Instruction.*—There are some discrepancies between the Principal's figures and those supplied by Local Bodies.

Appendix G.

Report on the Medical College and School.

Results of Examinations.—In the examination for the L. M. S. Diploma of the Punjab University held in April, 1892, 19 candidates appeared, of whom 8, or 42 per cent., passed.

This is an improvement on the results of the same examination in 1891, when 38 per cent. only of the candidates were successful. It is necessary to note, however, that of the 11 candidates who failed at the recent examination, 7 had failed previously, 2 having been rejected twice previously. Of the 10 candidates who appeared for the first time, 6, or 60 per cent., succeeded.

At the Junior Examination, 39 candidates appeared: and of these, 26 obtained qualifying marks, 2 having passed the First M. B. Examination.

In the Hospital Assistant Class, 53 candidates were examined for the Diploma; of these 39 passed, one being a female student. This result compares favorably with that for 1891, when out of 49 candidates only 29 succeeded.

STATEMENT SHOWING RESULTS OF EXAMINATIONS OF THE LAHORE MEDICAL COLLEGE AND SCHOOL FOR THE OFFICIAL YEAR 1891-92.

Name of Examination.			Number of Examinees.	Number of passes.							Remarks.
				Europeans and Eurasians.	Native Christians.	Hindús.	Sikhs.	Muhammadans.	Others.	Total.	
Medical College.											
Junior Examination	Boys	...	38	...	1	21	...	3	...	25	
	Girls	...	1	...	1	...	...	...	...	1	
Final Examination	Boys	...	19	...	...	6	...	2	...	8	
	Girls	...	...	...	...	...	..	...	...	...	
Medical School.											
Final Examination	Boys	...	50	...	...	18	8	12	...	38	
	Girls	...	3	...	1	...	...	...	...	1	

Attainments of Students.—The standard of general education amongst students entering the College continues to improve. Amongst those admitted on the 1st May of the present year, the proportion, who have passed the Entrance Examination of the Punjab or other Universities in the higher divisions, is larger than in former years. The fact remains, however, that the Entrance Examination is an insufficient test of general education, and especially of education in the English Language, for the purposes of Medical study in that language. Many of the Junior students are at first unable to fully understand the lectures and text-books, thus losing valuable time.

It is hoped that the time is not far distant when the Intermediate Examination in Arts will be the qualifiying test for admission to the College. Western education has not, however, at present advanced sufficiently generally in the Punjab to admit of this being carried into effect at present. It is satisfactory to note that students are now coming forward for the higher qualifications in Medicine; last year three students obtained the Degree of Bachelor in Medicine, and two passed the First University Examination for this Degree; again during the year under review two students have passed the First M. B. Examination.

Amongst the students of the Hospital Assistant Class also the advance in general education is marked. Almost all the candidates who now apply for admission have passed the Anglo-Vernacular Middle School Examination, and the great majority can read English fluently.

General Remarks.—During the past year the Teaching Staff of the College has been strengthened by the appointment of an additional Professor, subject to the approval of the Secretary of State for India. This addition to the Professorial Staff was much needed; the College has of late years developed very rapidly, the attendance of students having increased so as to fall little short of that at the Calcutta Medical College, whilst the Teaching Staff was only half the strength sanctioned for that College. Even with the addition above referred to, the number of Professors is only eight, whilst in Calcutta there are fourteen. The new Professor (Surgeon-Captain J. Murray) has been appointed to the chairs of Materia Medica and Pathology.

The arrangements referred to in the Report for 1890-91, for the erection of a new and larger Dissecting Room on a more suitable site, were completed towards the end of the year under review, and it is hoped that the new premises, which are likely to be the best of the kind in India, will be ready for occupation at the commencement of the winter session in October, 1892. No other important alterations or additions have been made to the College buildings during the year under review.

The Anatomical Museum has had some valuable models added to its already rich collection; a special grant of Rs. 1,000 having been made by Government for this purpose.

The conduct of the students has, on the whole, been satisfactory throughout the year, the only exception being an outbreak of insubordination amongst the members of the Burmah Class in the School, which resulted in the expulsion of four students. It is to be regretted that in this instance the Superintendent and Teachers in the School did not display any power of controlling the students.

Appendix H

Entrance and Middle School Prizes

APPENDIX H.

LIST OF MEDALS AND PRIZES OFFERED IN EACH DISTRICT ON THE RESULTS OF THE ENTRANCE AND MIDDLE SCHOOL EXAMINATIONS, 1892-93.

Serial No.	Names.	Nature of prize.	Value of prize.	Conditions of award.
	ENTRANCE EXAMINATION.			
	DELHI DISTRICT.		Rs. a. p.	
1	Lálá Jai Naráin, Banker, Delhi	Silver Medal	10 0 0	To the boy who stands first in the Province from the St. Stephen's Mission, A.V.S. Jubilee and M B. High Schools, Delhi.
	LUDHIANA DISTRICT.			
2	Municipal Committee, Ludhiána	Cash ...	10 0 0	To a bachelor resident of Ludhiána, who passes best from amongst the Schools in the city of Ludhiána.
3	Lálás Badri Dás and Rámji Dás, sons of the late Lálá Jat Mal, Treasurer of the Ludhiána District.	Silver Watch	25 0 0	To the best pass amongst the bachelors of the Agarwál community.
	SIALKOT DISTRICT.			
4	Sardár Harí Singh, Ráe Bahádur	Cash ...	5 0 0	To the best pass in the Entrance Examination amongst the Sikh boys out of the three High Schools at Siálkot.
5	Mr. J. Greenwood, Secretary, District Board.	,, ...	8 0 0	To the boy who stands first in Mathematics in the Entrance Examination out of the three High Schools at Siálkot.
6	Mahta Duní Chand	,, ...	10 0 0	To the boy who stands first amongst the Muhiál Brahmans in the Punjab in the Entrance Examination.
7	Lálá Kirpa Naráin, B.A., Head Master, M. B. School,	,, ...	10 0 0	To the boy who stands first in the Punjab Entrance Examination out of the M. B. High School at Siálkot.
8	Agha Muhammad Shahbáz Khán	,, ...	10 0 0	To the Muhammadan boy who stands first in the Entrance Examination out of the M. B. School at Siálkot.
9	Bábú Ghulám Qádir	,, ...	5 0 0	To the boy who stands first in the Entrance Examination out of the American Mission School, Siálkot.
10	Residents of the District ...	,, ...	6 0 0	For three prizes of the value of Rs. 2 each for proficiency in different branches.
	DERA GHAZI KHAN DISTRICT.			
11	Ráe Amír Chand, Extra Assistant Commissioner.	Silver Medal	10 0 0	To the boy who stands first in English and Mathematics in the Dera Ghází Khán High School.
12	Sardár Bahádur Khán, Tumandár, Khosa.	Silver Medal of Rs. 10. Cash Rs. 20	30 0 0	To the boy who stands first in all the subjects in the Dera Ghází Khán School.
	Ditto ditto ...	Cash ...	5 0 0	To the best boy in general knowledge in the Dera Ghází Khán School.
13	Allah Bakhsh Khán, Sadozaí	Silver Medal	10 0 0	To the boy who stands first in the compulsory subjects in the Dera Ghází Khán School.
14	Bhái Darbárí Lál	,, ...	10 0 0	To the boy who stands first in Sanskrit in the Dera Ghází Khán School.

LIST OF MEDALS AND PRIZES OFFERED IN EACH DISTRICT, &c.—*continued.*

Serial No.	Names.	Nature of prize.	Value of prize.	Conditions of award.
	MIDDLE SCHOOL EXAMINATION.			
	DELHI DISTRICT.		Rs. a. p.	
1	Lálá Jai Naráin, Banker, Delhi	Silver Medal	10 0 0	To the boy who stands first in the Province from the St. Stephen's Mission, A. S. V. Jubilee, and M. B. High Schools, Delhi.
	UMBALLA DISTRICT.			
2	Khalífa Imád-ud-dín, District Inspector of Schools, Umballa.	Cash ...	5 0 0	To the best pass from the Vernacular Schools in the Umballa District taking Arabic as an optional subject.
3	Bábú Jíwan Kishan, Náib Tahsíldár, Umballa.	All books for the Entrance Examination.	...	To the poorest boy in the Province, who, after passing the Middle School Examination, wishes to prosecute his studies in a High School, but who cannot afford to purchase books for himself.
	LUDHIANA DISTRICT.			
4	Municipal Committee of Ludhiána.	Cash ...	5 0 0	To a bachelor resident of Ludhiána, who passes best from among the Schools in the city of Ludhiána.
5	Sardár Tilok Singh, of Sánewál	Silver Medal.	8 0 0	To the best pass from the Sánewál School.
6	M. Sharíf Husain, of Jagráon	Cash ...	5 0 0	To the best pass in general knowledge from the Jagráon School.
7	Mír Sayad Hasan, of Jagráon	„ ...	5 0 0	To the best pass from the Jagráon Middle School.
8	Lálá Rám Parshád, of Jagráon	„ ...	5 0 0	To the best pass in Sanskrit in the Province.
9	Lálá Díwán Chand, Sáhúkár, of Ráekot.	Clothes ...	6 4 0	To the best pass from the Khanna Middle School.
	Ditto ditto	„ ...	6 4 0	To the best pass from the RáekotMiddle School.
10	Sardár Badan Singh, of Malaudh	Cash ...	10 0 0	To the best pass from the Malaudh Middle School.
11	Míán Raushan, Member, Municipal Committee, Khanna.	„ ...	5 0 0	To the best pass from the Khanna Middle School.
12	Pandit Shádi Rám, Member, Municipal Committee, Khanna.	„ ...	5 0 0	To the best pass from the Khanna Middle School provided he be a resident of Khanna.
13	Lálá Deví Chand, of Birk ...	„ ...	5 0 0	To the best pass from the Sawaddi Middle School.
14	Zaildár Nihál Singh, of Baddowál	Silver Medal	10 0 0	To the best pass from the Baddowál Middle School.
15	Ráe Faiz Talab Khán, of Ráekot	Watch ...	10 0 0	To the best pass in Persian from the Ráekot Middle School.
16	Lálá Kahn Chand, of Hatúr ...	Lungí ...	5 0 0	To the best pass in Arithmetic from the Ráekot Middle School.
17	Pandit Dhaní Rám, of Anjoli Kalan.	Cash ...	5 0 0	To the second best pass from the Baddowál Middle School.
18	M. Shams-ud-dín, of Sánewál	Watch ...	10 0 0	To a Middle pass in the District who obtains not less than 80 per cent. marks in Persian.
19	Residents of the District ...	Cash ...	9 0 0	For four prizes (one of Rs. 3 and three of Rs. 2 each) for proficiency in different branches, &c.
	FEROZEPORE DISTRICT.			
20	Lálá Mohan Lál, of Dharmkot	„ ...	5 0 0	To the best pass from the Dharmkot School.
21	Sodhí Basáwa Singh, of Moga	„ ...	5 0 0	To the best pass from the Moga School.
22	Residents of Mehráj	Silver Medal	7 0 0	To the best pass from the Mehráj School.
	Ditto	Cash ..	2 0 0	
	Ditto	„ ...	7 0 0	To the second best pass from the Mehráj School.

Appendix I.

Report on the Central Training College, Lahore.

APPENDIX I.

REPORT BY THE PRINCIPAL ON THE CENTRAL TRAINING COLLEGE, LAHORE, FOR THE YEAR 1891-92.

At the opening of the year the following constituted the staff:—

F. Haden Cope, Esquire, M.A., (Cantab.), Principal.

Lálá Umráo Singh, M.A., (P. U.), Assistant Superintendent.

,, Súraj Naráin, Officiating First Master and Translator.

,, Tára Chand, B.A. ,, Second ,,

,, Jagan Náth, B.A., Science Master.

M. Ihsán 'Alí Khán, Oriental Teacher.

The following changes took place in the staff during the year:—

Lálá Umráo Singh, M.A., the Assistant Superintendent, was transferred to the Government College, and was succeeded by Lálá Munshí Lál, M.A., in December last. Lálá Jáyá Rám, M.A., First Master and Translator, who was on deputation in the Government College since June, 1890, came back only in December, 1891. During his absence, Lálá Súraj Naráin acted for him, and Lálá Tára Chand, B.A., and Lalá Brij Lál, B.A., acted for Lálá Súraj Naráin. Lálá Jagan Náth, B.A., the Science Master, resigned his post with effect from 1st August, 1891, under circumstances which will be within your recollection.

STATISTICS, CENTRAL TRAINING COLLEGE, LAHORE.

			1891-92.	1890-91.	Increase.	Decrease.
Number of Scholars at the close of the year.	Senior Anglo-Vernacular Class	Teachers	No. 1	No. 2	No. ...	No. 1
		Others	15	16	...	1
		Total	16	18	...	2
	Junior ditto ditto	Teachers	7	6	1	...
		Others	20	20	..	...
		Total	27	26	1	...
	Senior Vernacular Class	Teachers	8	7	1	...
		Others	28	24	4	...
		Total	36	31	5	...
	Total	Teachers	16	15	1	...
		Others	63	60	3	...
	Grand Total		79	75	4	...
Expenditure.	On Establishments and Contingencies.	From Provincial Revenues	Rs. 15,412	Rs. 15,453	Rs. ...	Rs. 41
		,, other sources	*330	330	...	...
		Total	15,742	15,783	..	41
	On Stipends from Provincial Revenues		8,252	7,941	†311	...
	Total		8,252	7,941	†311	...
	Grand Total		23,994	23,724	270	...
Results of Examinations.	Senior Anglo-Vernacular Certificate Examination		No. 15	No. 15	No. ...	No. ...
	Junior Anglo-Vernacular Certificate Examination		18	19	...	1
	Senior Vernacular Certificate Examination		22	15	7	...
Number of Government stipendiaries			60	60		...
Ditto other stipendiary students			‡3	...	3	...
Ditto non-stipendiary students			1	...	1	...

* Gymnastic Teacher's pay for 11 months only, from March, 1891, to January, 1892, both months inclusive. His pay for February and 14 days of March was drawn in June, 1892, and will, therefore, be taken into account in 1892-93.

† Increase due to the fact that this year there were 28 stipendiaries in the Vernacular Class as against 24 last year.

‡ Teachers sent in by Municipal Committees.

Appendix I

Report on the Central Training College, Lahore.

The number of students on the rolls on 31st, March, 1892, was 79, as against 75 last year. They comprise 16 teachers and 63 students, as against 15 teachers and 60 others last year; 60 out of 79 are Government stipendiaries.

Number and distribution of scholars.

My present Senior Anglo-Vernacular Class is composed of three B. As., three failed B. As., eight F. As., and two failed F. As. Three of the eight F.As. have passed their F. A. only recently. There is besides one free student, who is an F. A. The Junior Anglo-Vernacular Class contains this year 7 teachers and 20 others, as against 6 teachers and 20 students last year. They have all passed the Entrance Examination. As last year, I made my selections by holding an Entrance Examination. As was the case last year, I had many more candidates for the Senior Anglo-Vernacular and the Junior Anglo-Vernacular Classes than I had stipends for, some hundred in all.

The Vernacular Class contains 8 teachers and 28 students; of the latter one has since been struck off the rolls on account of absence without leave. With one exception, all the men in this class are Normal School passed men only.

The English Classes were full and in working order within a few days of the opening of the session. Three or four men left the College after a day or two's attendance, but the vacancies were filled up at once.

All the men of the Vernacular Class joined by November, with the exception of two men from the Kángra District, whom the Deputy Commissioner did not send in for want of substitutes for them. Their case was reported to you officially.

In December last one of the Senior Anglo-Vernacular Class left the College on account of ill-health, and his stipend was given to another man with your permission.

Expenditure

The total expenditure during the year under report was Rs. 23,994, as against Rs. 23,724 in the previous year. A slight decrease in the expenditure would have been shown, as the substitutes for Lálá Jáya Rám drew only at the rates of Rs. 96 and 65 per mensem, and the new Assistant Superintendent has drawn at the rate of Rs. 200 per mensem, while no Science Master was appointed during the months of August and September, 1891, and no Second Master and Translator during the months of August, September and October, 1891; but this was rather more than counteracted by there being this year a charge of Rs. 100 per mensem for house-rent for the Principal and increase in the number of stipendiaries. The decrease of Rs. 30 under "Other sources" is due to the fact that the Gymnastic Teacher, who was paid by the Municipality, has ceased to receive his pay for and after January 1892. The case has been referred to you officially.

Results of Examinations.

From the Senior Anglo-Vernacular Class 17 men appeared in the Certificate Examination and 15 passed, 6 in the 1st Division, as against 15 out of 20 in the previous year. The increase of passes from 75 to 88 per cent. is, I think, satisfactory. The two failures in this class were in School Management by only one mark each.

I sent up 25 men for the Junior Anglo-Vernacular Certificate Examination and passed 18, 10 in the 1st Division. All the failures were in School Management, none by more than six marks. I have this year divided the Senior and Junior men for this subject instead of taking them together as formerly, and hope to show a better result this year in this subject, the instruction given being perhaps last year something rather over the heads of the Junior men. It might be observed that in this class the average percentage of marks obtained in English has considerably improved.

In	1887-88	... ...	50	per cent. obtained.
,,	1888-89	... ...	55	,, ,,
,,	1889-90	... ...	59	,, ,,
,,	1890-91	... ...	66	,, ,,

In both Anglo-Vernacular Classes the percentage of passes in the 1st Division shows considerable improvement over the results of the previous year. From the Senior Vernacular Class 22 out of 30 men passed, as against 15 out of 32 last year. The failures were two in School Management, one in Science, four in Mathematics, and two in Persian. These results again show a marked improvement.

Appendix I.

Report on the Central Training College, Lahore.

Criticism Lessons.

I have nothing new to remark under this head beyond what I have said in former years, save that every effort is made both in these and the model lessons to give the men a right idea of method, which is, as a rule, so sadly neglected in our ordinary schools.

I find it hard to get the men to remember that the method taught and recommended is the one to be employed after they leave the Training College, and not merely a "subject" for the Certificate Examination. This difficulty, of course, decreases year by year, and will, no doubt, finally disappear as the number of trained men in the Province increases, and they are able to hold their own against the strong conservatism in favour of old manners of teaching that is at present so prevalent among old untrained teachers. It is very hard for a young man to teach in a way that he knows to be right and sound unless he is warmly supported by those over him. Yet I fear that it is not always the case, and that the "what was good enough for my father is good enough for me" argument, which was until not so very many years ago advanced as unanswerable in England by people of various classes against various reforms, is still potent in India. This, coupled with the fact that the Indian student is often an adept at the art of forgetting, makes my work difficult; but it is satisfactory to have the assurance of Inspectors that the teachers I send out are much superior to the ordinary run of those employed in the Province.

Physical Training.

This receives due attention. Since March last there has been no gymnastic teaching owing to the dismissal of the former teacher. A man has, however, been selected for the post, and will join it on the 1st of May next. All that is wanted is the provision of suitable apparatus.

The health of the students, with few exceptions, has been good. The want of a proper provision for medical attendance will not, I trust, be much longer felt, for the matter has officially been referred to you.

Boarding House

The Boarding House is good in many ways; but I shall be glad to have the new one that I hope is shortly to be built.

Conduct of the students

The conduct of the students has been generally very good. One or two minor offences against the rules have been committed and punished accordingly, but none of a serious nature.

The discipline that I try to maintain is, I believe, strict, and I intend it to be so. I am particularly strict on all matters of leave, and do all in my power to put a stop to that practice of giving frivolous excuses, which is, unfortunately, so prevalent among our native students. I rigidly put down the habit of leaving the station and then sending in for leave, and have a rule that no one is allowed to sleep out of the Boarding House except on the night preceding or succeeding a public holiday without previous permission. If a man goes away and then applies for leave I treat him as absent without leave. As I live so near the Boarding House, and there is a Superintendent there from whom he can obtain it if I happen to be out, there is no excuse for a man going even in urgent cases without having obtained permission.

During the last year I have been well supported by my staff, who have worked to my satisfaction; and I particularly desire to put on record my high opinion of Lálá Umráo Singh, M.A., the late Assistant Superintendent, who, since I took charge of this College, has afforded me ready and cordial help whenever asked. In cases connected with the Boarding House, the granting of leave and holidays, and such like matters where the customs, religious ceremonies, and habits of the natives had to be considered, I uniformly found his advice of great help to me. In conclusion I would observe that in the absence of any particular features of interest I have endeavoured to make this report as concise and brief as possible.

TRANSLATION DEPARTMENT.

The staff consisted, as usual, of the First and Second Assistant Masters and Translators, part of whose time is given to teaching in the College, and part to translation work, compilation, revision and reviewing of books.

The post of First Assistant Master and Translator was held by Lálá Súraj Naráin from 1st April, 1891, to 22nd December, 1891, and by Lálá Jiyá Rám from 23rd December, 1891, to 31st March, 1892. The post of Second Assistant Master and Translator was held by Lálá Túra Chand from

1st April to 3rd August, 1891, after which it remained vacant till 20th October, by Lálá Brij Lál from 21st October to 22nd December, and by Lálá Súraj Naráin from 23rd December, 1891, to 31st March, 1892.

The work actually done by the staff amounts to—

1. Translation of 19 Circulars;
2. Revision of the Urdú Edition of the Education Code (about 425 pages), including about 85 pages of new translation;
3. Compilation of one Geography and four Urdú Copy Books, the latter under my special supervision;
4. Revision of three District Geographies;
5. Correction of six manuscript lessons for the Eighth Urdú Reader;
6. Reviewing of 89 books;
7. Classification, cataloguing, and arrangement of the amalgamated College Library.

The work of each member of the staff is shown below :—

LALA SURAJ NARAIN.

1. Translated nine Circulars;
2. Revised and corrected the Urdú Edition of the Punjab Education Code (400 pages,) including about 75 pages of new translation;
3. Revised and corrected the Geographies of the Dera Ismaí'l Khán and Hazára Districts;
4. Compiled Urdú Copy Books, 4 parts, and 20 pages of the Geography of the Rohtak District;
5. Reviewed 89 books.

LALA JIYA RAM.

1. Translated three Circulars;
2. Revised and corrected the Geography of the Peshawar District;
3. Corrected six manuscript lessons for the Eighth Urdú Reader;
4. Reviewed 29 books.

LALA TARA CHAND.

1. Translated six Circulars.
2. Revised and corrected about 40 pages of the Urdú Edition of the Code, including about 10 pages of new translation;
3. Compiled 30 pages of the Geography of the Rohtak District;
4. Reported on nine books.

LALA BRIJ LAL.

1. Translated one Circular;
2. Reviewed 12 books;
3. Classified, catalogued, and arranged the books of the amalgamated College Library.

Appendix J.

Report on the Veterinary College, Lahore.

APPENDIX J.

REPORT BY THE PRINCIPAL ON THE LAHORE VETERINARY COLLEGE FOR THE YEAR 1891-92.

I have the honor to submit the Annual Educational Report of the Lahore Veterinary College for the year 1891-92.

New students

The number of new students who entered the College this Summer Session was 40, *viz.*, 14 Military, 9 scholarship-holders, and 17 unpaid, a decrease of 35 over last year; for these 17 vacancies for unpaid men there were 182 candidates.

Imperial expenditure

There is a decrease of Rs. 105 per mensem, or Rs. 1,260, over last year, on account of an increase in the pay of my predecessor from April to June, 1890, during the year 1890-91.

Provincial expenditure.

There is an increase of Rs. 110 per mensem, or Rs. 1,314, over last year, on account of an increase of Rs. 1,114 in the pay of the establishment of the Lahore Veterinary College, and Rs. 200 for prizes, for the year 1891-92.

Income

The income of the College from the practice is Rs. 4,355-13-6, against Rs. 3,551-15-3 last year, or an increase of Rs. 803-14-3.

Stipends

The stipends paid to students are shown in Appendix B, and are 30 compared to 32 last year.

Scholarships

The scholarships in the College are: two Imperial Government ones of Rs. 8 and 6 per mensem, also five from the John Lawrence Memorial Fund of Rs. 10 per mensem each, and one from the Wace Memorial Fund of Rs. 15 per mensem. This Wace Scholarship I have nothing to do with; the gift of this being in the hands of the Financial Commissioner, Punjab.

Results of the Final Examination.

The results of the Final Examination are shown in Appendix C, and will, I trust, be considered satisfactory.

The number of second class certificates is 11, as compared with 17 last year; but this is not, I think, to be regretted. In fact, when it is considered that only 40 per cent. marks are necessary to obtain a first class.

I consider that the second class certificates should be abolished, and half marks in every subject be obtained for a pass, for either a man is qualified to practice or he is not, and therefore the second class certificates should be abolished. I have addressed the Government on this matter.

Board of Examiners

The Board of Examiners consisted of Veterinary Majors Poysor and Kemp, and Veterinary Captain Phillips, Army Veterinary Department.

There was a certain amount of difficulty in obtaining the services of these officers, as there was last year, as there are not many Military Veterinary Surgeons qualified to examine in the Vernacular.

Increase of course of study

I most certainly consider that the period of study should be lengthened to three years. This has been recommended annually since the foundation of the College 11 years ago; but as no notice seems to have been taken of this suggestion, it appears almost waste of time to say much more about it.

Higher standard of preliminary education

This certainly should be raised, so that students should possess some knowledge of English. A commencement might be easily made by insisting that every holder of a scholarship from a District should have passed the Middle School Examination in English. With soldiers it does not so much matter, as they have been about the country, and have had their powers of observations to a certain extent exercised, which men from villages have not.

Short-handed state of the College

I wish to place it on record that unless more European professional assistance is given in the course of the next few months, the percentage of failures at the next Final Examination will, I think, be very large.

The practice and business of the College has increased so largely that I cannot possibly attend to both it and the teaching of the students single handed any longer. It was only by the very greatest exertions of Mr. Blenkinsop, Veterinary Surgeon to the Punjab Government, and myself, that the College was kept going at all during the last cold season. Both of us were in the College at 8-30 A.M., and seldom left before 5 P.M.

This prolonged strain and overwork has seriously injured my health, and I am unable to do it any longer. Also next winter Mr. Blenkinsop's duties will take him about the whole time out into the Districts, and I shall be alone. I have mentioned this matter to the Director of Land Records in my Annual Report, and I wish to do the same now, as after these I must most distinctly decline to hold myself responsible for the failures that I foresee at the next year's examination unless the assistance asked for is given at an early date.

Appendix A.

EXPENDITURE ON ESTABLISHMENT AND CONTINGENCIES, 1891-92.

From	1891 92.	1890-91.	Increase.	Decrease.
Imperial Revenues	14,225	15,485	...	1,260
Provincial Revenues	14,053	12,739	1,314	...
Total	28,278	28,224	54	...

Appendix B.

STATEMENT OF SCHOLARSHIPS, 1891-92.

		1891 92.	1890-91.	Increase.	Decrease.
		Rs.	Rs.	Rs.	Rs.
Expenditure.	District Funds	2,472	2,429	43	...
	Municipal Funds	230	288	...	58
	Other sources, Government of India ...	168	168	...	...
	Lord Lawrence Memorial Fund ...	600	600	...	...
	Wace Scholarship Fund	165	...	165	...
	Total	3,635	3,485	150	...
Number of holders of.	Government Open Scholarships ...	2	2	...	...
	Lord Lawrence Scholarships	5	5	...	...
	Wace Scholarship	1	...	1	...
	Stipends from District and Municipal Funds	30	32	...	2
	Total	38	39	...	1

Appendix C.

RESULTS OF EXAMINATION, 1891-92.

		1891-92.	1890-91.	Increase.	Decrease.
		No.	No.	No.	No.
Veterinary Assistants	Candidates	43	44	...	1
	Passes	31	37	...	6
	Total	74	81	...	7

Appendix J.

Report on the Veterinary College, Lahore.

Appendix D.

STATEMENT SHOWING NUMBER OF STUDENTS AS COMPARED WITH THAT OF LAST YEAR AT THE CLOSE OF THE YEAR 1891-92.

	1891-92.	1890-91.	Increase.	Decrease.
First year students	54	45	9	...
Second year students (Final Class)	43	38	5	...
Total ...	97	83	14	...

APPENDIX K.

Appendix K

Report on the Mayo School of Art.

REPORT BY THE PRINCIPAL ON THE MAYO SCHOOL OF INDUSTRIAL ART, LAHORE, FOR THE YEAR 1891-92.

Changes in the School Staff.

On return from a furlough of 18 months I resumed charge of my duties as Principal on the 20th October, 1891, relieving Mr. Fred. Henry Andrews, who reverted to his substantive appointment as Vice-Principal.

Rám Singh, Assistant Master, is still in England, engaged on the decorations of the New Banquetting Hall at Osborne House for Her Majesty the Queen Empress, and Gurdit Singh continues to officiate for him.

I may be allowed to mention here that Her Majesty has been pleased to express high approval of the elaborate and beautiful work which Bhái Rám Singh has done at Osborne.

Number of students.

The number of enrolled students on the 31st March, 1892, was 134, and the average daily attendance 114, against a record of 117 and a daily average of 94 in the previous year. This increase of 17 on the books and of 20 in the daily attendance is partly due to the fact that seven stipendiary students from the Gwálior State, one youth from Jhang District Board, one from the Municipality, Bhera, and three from Amritsar Municipality, have joined the School during the year.

The distribution with regard to subjects was as follows :—

I Division.—Forty-eight boys learn elementary drawing from the flat; model drawing; and 20 of these divide their time in wood-working and these subjects.

II Division.—Thirty-five boys learn plane geometry, perspective, architectural and model drawing, drawing from nature, light, and shade, elements of colour; and 25 of these divide their time in wood-working and these subjects.

III Division.—Thirty boys learn advanced geometry, advanced perspective, sciography, advanced light and shade, constructive and decorative design, lithography; and 12 of these combine wood-working with the above subjects, and 13 also practise surveying.

IV Division.—Eight students learn applied designs and modelling in clay and plaster.

V Division.—Thirteen students learn engineering, drawing, estimating, surveying. (Punjab University Class transferred to this School in 1888).

The practice of surveying has been introduced into the School proper from January last. A knowledge of surveying is of great advantage to young men seeking employment in subordinate situations in the Public Works and other Departments. Most of the students are eager for admission into this class, which has come to be regarded as a sort of prize for proficiency in Geometry and Mensuration.

The following statement will show the amount expended during the year :—

Expenditure.

ESTABLISHMENT AND CONTINGENCIES.

	Rs.
From the Provincial Fund	14,520

From Punjab University for the Engineering Class from the sources :—

	Rs.
Provincial Revenues	268
District Fund	21
Municipal Fund	31
Fees	42
Subscriptions	55
Endowments and other sources...	244
Total ...	15,181

Appendix K.

Report on the Mayo School of Art

SCHOLARSHIPS.

The following scholarships have been held during the year :—

		Rs.
From the Provincial Fund, 30 stipends ranging in value from Re. 1 to Rs. 10		1,690
From the District Fund, 7—		
1 Siálkot District Board		88
1 Gujrát ditto		30
1 Sháhpur ditto		84
2 Amritsar ditto		109
1 Jullundur ditto		66
1 Jhang ditto		29
Total		406
From the Municipal Fund, 16—		
12 Amritsar Municipality, ...		878
1 Chiniot Municipality, Jhang District		72
2 Gujránwála Municipality		107
1 Bhera Municipality, Sháhpur District		22
Total ...		1,079
John Lawrence scholarships, 3 in number		450
From Native States—Gwálior, 7 stipends		70

The Punjab University has contributed towards the Engineering Class scholarships, four in number, from the sources below :—

	Rs.
Provincial	89
District Fund	8
Municipal Fund	10
Subscriptions	18
Endowments and other sources...	79
Total ...	204

FURNITURE, &c.

Engineering Class expenditure by the Punjab University from the following sources on furniture :—

	Rs.
Provincial	34
District Fund	3
Municipal Fund	4
Subscriptions	7
Endowments and other sources	31
Total ...	79

The total expenditure during the year from all sources has been Rs. 19,159, or Rs. 4,055 more than the previous year. This increase in the expenditure is merely owing to the Principal's having returned from furlough.

Success of students in obtaining employment.

Qamar Dín, a stipendiary pupil in the III Division, was appointed as Designer and Draftsman in the Executive Engineer's Office, Lahore, on Rs. 35 a month; Sohan Singh, a stipendiary pupil from Gujrát, was appointed as Surveyor in the Frontier Railway Survey, Mid-Indus Division, on Rs. 50 a month; Rahím Bakhsh was taken as a Draftsman on Rs. 25 a month at Ferozepore in the Public Works Department. Bánkawar, a non-stipendiary pupil from Delhi, was appointed as a Drawing Master of the Industrial School at Delhi on Rs. 30 a month,

Two other advanced students—Ahmad Dín and 'Abdullah—have left the School in search of employment, and no information has reached this office as to their success yet. The former was a John Lawrence Scholarship-holder, whose term expired on 1st March last, and the latter was a School stipendiary pupil in the Modelling Class, who had attained some proficiency in modelling ornament in relief. Múlráj, from the Engineering Class, was appointed as a Surveyor in the Public Works Department, Karnál.

Appendix K.

Report on the Mayo School of Art.

The majority of the students who come to this School are illiterate, being most of them sons of artizans. This is a serious drawback to their success in life. Their ignorance of the English language keeps them behind many who are inferior to them in artistic and practical attainments, but who can write and speak English. We find it absolutely necessary to impart some general instruction to the most backward of these boys, in order that they may be enabled to follow the courses of Geometry, Mensuration, &c., that are essential to their progress. Strictly speaking, this is no business of ours; but I am unable to see a way out of it. A few attend the Night School in the city, and all our boys are exhorted to avail themselves of this and similar advantages.

Attainments of students on joining, and their progress.

Mr. Andrews, Vice-Principal, inspected the Industrial School at Amritsar, and took part with me in the examination of the Railway Technical School. I inspected the Elementary Technical School maintained by the Municipal Committee of Delhi, and the results were communicated to the Director of Public Instruction.

Outside Schools.

Three scholarships falling vacant, a competition was held in which all the advanced division took part. The work produced on this occasion, especially in the class of the original design, was of remarkable promise. The names of the winners will be submitted to the Director for sanction in due course.

Competition for the John Lawrence Scholarships.

Three students will go up this year from the Engineering Class for the May Examination of the Punjab University. I regret that it has not been found possible to provide for a teacher of higher accomplishment than the present holder of the post.

Punjab University Engineering Examination.

For use in drawing teaching in Industrial Schools a second book of 8 free-hand drawing copy sheets, and one of 8 sheets of lessons on drawing, to scale both of large size, have been prepared and lithographed. In modelling and plaster work may be mentioned decorative friezes and mantle-pieces for the new rooms in the School and details to be used in the new Museum. During the autumn vacation, Munshi Sher Muhammad, Assistant Teacher in the School, with one or two students, decorated the chancel of Christ Church, Simla, in oil colour, from designs furnished by the Venerable Archdeacon. Some designs for carpets and suggestions for wood-work have been supplied to manufacturers and artizans; and for His Highness the Rája of Faridkot designs for the decoration in colour of the Darbár Hall of that State, made under the direction of Mr. Andrews, the Vice-Principal, were furnished.

Work done outside the ordinary School course.

The School entered into possession of the new apartments arrayed and designed by the Principal and Bhái Rám Singh, Architectural Teacher, and erected by Rái Bahádur Lálá Ganga Rám, Executive Engineer, in October last, and find them well lighted, and in all respects convenient for their purpose. After the whole cost has been defrayed, there remains in the hands of the Accountant-General a balance of Rs. 1,683-0-8 to the credit of the Mayo Memorial Fund, to be applied, as occasion arises, to the purchase of fittings and other permanent properties necessary for the School.

New building.

I have to thank the staff of the School for their very cordial co-operation in the work of the year.

Appendix L.

Registration and Text-Book Department.

APPENDIX L.

REPORT BY THE REGISTRAR, EDUCATION DEPARTMENT, FOR THE YEAR 1891-92.

No account of the Secretariat books held on commission sale by Munshí Gulábh Singh has been submitted during the year. The last account showed a balance of Rs. 1,514-4-0, being the value of books still with him, which remains unaffected (*vide* Statement No. I).

After the close of the year an account of the sales effected up to 31st March last has come in, showing a net sum of Rs. 373-11-7 due by the Contractor; and he has been called upon to remit the money at once for credit to Government. The transaction will accordingly appear in the return for the current year.

2. Of the outstanding balance of Rs. 181-14-10 from the old stock, the sum of Rs. 79-1-1 has been realized and paid into the Treasury, and the account closed, writing off the unadjusted amount, which represents value of books supplied free of charge, and those received back as worthless, and a few irrecoverable items (*vide* Statement No. III).

3. Besides this, a sum of Rs. 149-14-10, recovered from the British Museum, London, for books supplied by making an advance out of the sale proceeds of the old stock, as mentioned in para. 4 of the last year's Report, Rs. 70 on account of spare copies of Registration books supplied to the British Museum, London, and Rs. 3-6-6 realized by sale of unserviceable furniture and a stationery box, or Rs. 223-5-4 in all, was paid into the Treasury during the year.

4. At the commencement of the year there was a balance of Rs. 1,503-3-8 due on account of the Government share of copyright in the Departmental Text-Books, and the amount due for the year was Rs. 9,463-12-7, making a total of Rs. 10,967-0-3, payable by the Contractor. Of this he has paid during the year sums aggregating Rs. 7,704-9-4, leaving a balance of Rs 3,262-6-11 outstanding against his name for copies of books published but not brought forward during the year to be stamped (*vide* Statement No. II).

5. Considerable improvement is visible in the number of copyright publications printed during the year, with the result that the dues of the Department in the shape of the Government share in those books show an unprecedented rise from Rs. 6,519-11-10 to Rs. 9,463-12-7 (*vide* Statement No. II of this and No. III of the previous year's Report.)

6. Sixty-nine text-books, or editions, were published during the year, with an average of about 9,500 copies to each edition.

TEXT-BOOK DEPARTMENT IN ACCOUNT WITH MUNSHI GULAB SINGH, FROM 1ST APRIL, 1891, TO 31ST MARCH, 1892.

(I). *Account of Secretariat Books held on Commission Sale.*

CREDIT.	Total. Rs.	a.	p.	DEBIT.	Total. Rs.	a.	p.
Payments made during the year	...	...	...	Balance on 31st March, 1891	1,514	4	0
Balance due	1,514	4	0				
Total ...	1,514	4	0	Total ...	1,514	4	0

(II) *Account of Government Share of Copyright in the Departmental Text-Books published by the Contractor.*

Payments made during the year	7,704	9	4	Balance on 31st March 1891	1,503	3	8
Balance due	3,262	6	11	Government share of copyright in books published by the Contractor during the year	9,463	12	7
Total ...	10,967	0	3	Total ...	10,967	0	3

LAHORE:
The 20th May, 1892.

RAM KISHAN,
Registrar, Education Department.

Appendix L.
Registration and Text-Book Department.

No. III.

STATEMENT SHOWING THE ACCOUNT OF SALE OF THE OLD STOCK OF THE LATE BOOK DEPÔT, PUNJAB, FOR THE YEAR 1891-92.

Credit.	Total.			Debit.	Total.		
	Rs	a	p.		Rs	a	p.
Balance (outstanding) on the 31st March, 1891	181	14	10	Payment made during the year	79	1	1
				Unadjusted balance written off	102	13	9
Total ..	181	14	10	Total ...	181	14	10

LAHORE :
The 20th May, 1892.

RAM KISHAN,
Registrar, Education Department.

APPENDIX M.

REPORT ON THE OPERATIONS OF THE PUNJAB TEXT-BOOK COMMITTEE FOR THE OFFICIAL YEAR 1891-92.

Membership and Meetings.

During the year under report Mr. E. S. Robertson left India, and the vacancy was filled by the re-appointment of Mr. J. L. Kipling, C. I. E. Two vacancies caused in 1890-91 were filled up by the University during the year, the nominees being Dr. C. R. Stülpnagel (since deceased) and Bábú Sasí Bhushan Mukarjí, Professor, Government College, Lahore. The majority of the members of the Committee have actively co-operated in the work of the year in some way or other, but there are a few who apparently take no interest in the Committee's affairs. More progress has been made in the preparation and actual publication and prescription of new text-books than in any single year previous to the one under report—a result due largely to the efforts of the Director of Public Instruction, with whom it rests to introduce new books into the Scheme of Studies. Formerly it was the practice to keep the manuscript of a new book in hand until it had undergone all sorts of criticism, much of which was often purely theoretical. The passing of a manuscript from hand to hand took much time, and hence the issue of text-books that were urgently required was often long delayed. The present practice whereby, after criticism and correction by a few experts have been obtained, a preliminary edition of a book is printed off is a better one, for it enables the Committee as soon as possible to call for the opinions and suggestions of skilled teachers who have used the book and can base their views upon their experience. This change of procedure has rendered it unnecessary to call the General Committee together as often as formerly, and there were only two meetings during the year. There were 17 Sub-Committee meetings as against 19 last year; but a comparison of the proceedings with those of 1890-91 will show that much more work was done in the way of preparing new text-books. The general character of Vernacular text-books prepared by private agency and submitted for patronage is still far from satisfactory, but year by year there is evident progress, and some have been submitted during the year which in matter and printing are nearly as good as the Departmental books. This is itself a result of the Committee's labours of past years, and the fact that such books can now be encouraged by the liberal purchase of copies will induce more rapid progress in the future. No text-book that is at once useful and well printed need now lack encouragement, and it is chiefly in this indirect way that the Committee can discourage the production of such worthless and pernicious text-books as still find ready purchasers.

General review of work.

2. The English Sub-Committee took in hand the revision of the Punjab Series of English Readers. The Urdú Sub-Committee, in addition to completing the Punjab Series of Urdú Readers, prepared Courses of Reading for the three classes of Middle Schools, took in hand the preparation of a series of Agricultural Readers for Zamíndárí Schools, the revision of the Course of Reading in Urdú for Normal Schools, and the preparation of Urdú Copy-books and Copyslips. The translations into Urdú of the various Courses of Physical Training were published during the year. The Technical Sub-Committee arranged for the Departmental text-books of Algebra and Euclid being thoroughly revised with a view to bring them up to the level of modern English text-books prepared; a Mensuration Manual for Middle Schools, and arranged with the Punjab Science Institute for the manufacture in their workshop of some Science apparatus. They also arranged for the lithographing of illustrations for the Fourth Urdú Reader. These illustrations were prepared in the Mayo School of Industrial Art and approved by the Committee. This Sub-Committee also took in hand the preparation of an Elementary Text-Book on Domestic Economy.

The Gurmukhí Sub-Committee revised the entire Scheme of Studies for Gurmukhí Girls' Schools; translated the *Good House-Mother*, Parts I and II, and the *Way to Health*, and three District Geographical Readers, and adopted a Punjábí Course for the Zamíndárí Class of Normal Schools. The Hindí and Sanskrit Sub-Committee, in addition to overhauling the Scheme of Studies for Hindí Girls' Schools, translated the *Good House-Mother*, Parts I and II, and the *Way to Health*, and took in hand the translations of the Fourth and Fifth Urdú Readers; the Hindí Primer,

Appendix M. Punjab Text-Book Committee.

and the Second Hindí Reader were also revised and printed off. The History and Geography Sub-Committee, in addition to taking steps to improve the quality of the Punjab series of maps, took in hand the preparation of a series of Geographical Readers on the model of books on the same subject recently published in England. In addition, these and other Sub-Committees disposed of a large number of works submitted for patronage. Most of them were, as usual, found unsuitable, whilst the rest were in many cases approved and patronised by the purchase of copies for School Libraries. A list of those considered and approved, and a list of those prescribed for School Libraries are appended.

Reference Library and Museum.

3. Very considerable additions (as shown in the subjoined list) were made to the Reference Library during the year, and a set of apparatus for Science teaching was purchased through the Punjab Science Institute, with the double object of encouraging a local manufacture and providing specimens for exhibition to School Managers and Teachers. Lists of additional apparatus suitable for exhibition have also been prepared. The special purposes served by the Library, as distinct from an ordinary public library, are yearly becoming more manifest. It is essential to the Committee's work; it is freely used by the members of the staffs of the local Colleges and Schools, as well as by advanced students and by members of the Committee; there is no limit, as in the case of a public library, to the number of books that may be lent out to any one engaged in compiling a text-book; and any new text-book useful for educational purposes is at once obtained. There is no other library in the Province which could serve these ends. It has also proved useful in connection with the fixing of University Courses of Reading. During the year a more convenient classification of its contents has been adopted, and a new "ex libris," designed in the Lahore School of Art, brought into use.

Funds.

4. That the income for the year (including last year's balance) exceeded the expenditure by Rs. 5,851-9-7. It has not been possible to submit the Auditor's report, as the gentleman nominated by the Committee was unable to undertake the work. The balance at present available will be largely utilised during the current year in remunerating authors and compilers for the numerous books just completed or now in hand.

Work in other Provinces.

5. As regards work in other Provinces, I have little to report. In Madras, a Committee, based on principles similar to our own, has been established. Endeavour has been made to keep the Reference Library supplied with copies of new text-books introduced in other parts of India.

List of Books considered and approved.

No.	Name of Book and Author.	Remarks.
	English Language, Literature, and Grammar.	
	A large number placed in the Reference Library.	
	Mathematics, Science, and Technical Education.	
1	*Agricultural Primer*, by Munshí Nathú Rám.	To replace Fuller's *Manual of Agriculture* in the 5th Primary Class.
2	*Guldasta-i Zara'at* ...	Prescribed for the 5th Class of Zamíndárí Schools pending the preparation of the Departmental text-book.
3	*Mensuration Manual*, by Lála Amír Chand.	

No.	Name of Book and Author.	Remarks.
4	*Trigonometry of one Angle*, by Lock.	Placed in the Reference Library of the Text-Book Committee.
5	*Euclid Books I and II*, by Todhunter.	
6	*Progressive Euclid Books I and II*, by A. T. Richardson.	
7	*Hisáb ki Kitáb*, by Bábú Atmá Rám.	
8	*Ta'lim Uqlidas*, by M. Rámjí Mal and Rameshwari Parshád.	
9	*Book-Keeping*, by K. R. Sabra Maniaiyar, B.A., Madras.	Recommended as an alternative text-book in the Commercial and Clerical Course.
	Urdu Language and Literature.	
10	Urdú ká Qá'ida, Part II ...	For the Infant Class of Primary Schools.
11	*Urdú ki Pánchwín Kitáb*, by Colonel Holroyd.	For 4th Class, Upper Primary.
12	*Urdú ki Chhatti Kitáb*, by Lála Súraj Naráin.	
13	Urdú Copybook and Slips prepared in the Central Training College.	For the Primary Classes.
14	*Quwat-i-Kahrubai*, translated by P. Telú Rám.	Patronised by the purchase of 250 copies for distribution among School Libraries.
15	*Urdú Course for 1st Class of Middle Schools*, by Lála Rám Kishan, Amar Chand, and Mirza Beg.	Published and prescribed.
16	*Ditto for 2nd Class of Middle Schools.*	
17	*Ditto for 3rd Class of Middle Schools.*	
18	*Díwán-i-Zanq*, annotated and edited by M. Muhammad Husain, Azád.	Patronised by the purchase of 100 copies for distribution among School Libraries.
	History and Geography.	
19	*A Student's History of England*, by Gardiner, with Companion Atlas.	Patronised by the purchase of copies for distribution among School and College Libraries.
20	Longmans' *School Geography of India and Ceylon.*	
21	Keene's *Text-Book of Indian History.*	Patronised by the purchase of copies for distribution among School and College Libraries.
22	*Victorian Half Century*, by Miss Yonge.	
23	Longmans' *New Atlas* ...	

No.	Name of Book and Author.	Remarks.
24	Meiklejohn's *History of England*, 2 vols.	Patronised by the purchase of copies for School and College Libraries.
25	Chisholm's *Commercial Geography*	
26	*Map Drawing*, by Cardwell ...	
27	*Human Physiology Charts*, by Messrs. Ruddiman Johnston, London.	
28	*Natural History Charts*, by do. do	
29	*Class Lesson Maps : World Series*, by do. do.	
30	*Map of the Pacific*, by do. do. ...	
31	Bacon's *Excelsior Maps* ...	Highly commended.
32	*Bhugol Punjab*, by Muní Rám ...	For the 3rd Primary Class of Girls' Schools.
	Hindi and Sanskrit.	
33	Hindí Translation of Mrs. Steel's *Good House-Mother*, Part I, by Miss Bose.	For the 1st and 2nd Middle Classes of Girls' Schools.
34	Hindí Translation of Mrs. Steel's *Good House-Mother*, Part II, by Pandit Bhánú Datta.	
35	Hindí Translation of *Way to Health*, by Pandit Bhánú Datta.	For the 5th Primary Class of Girls' Schools.
36	*The Panchasiddhantika of Varahamihera.*	Patronised by the purchase of a few copies by Government.
37	*Practical Sanskrit English Dictionary*, by Apte.	Patronised by the purchase of copies for distribution among School and College Libraries.
38	*Ujar Gám :* Hindí version of Goldsmith's *Deserted Village*, by Srídhar Pathaka.	
39	*Hindí Ramayana* in 8 parts, by Shiám Lál.	
40	*Nit-op-desh*, by Pandit Káshí Náth, Khetrí.	
41	*Rám Charitra Manusa*, by Sáhib Prasád Singh.	
42	*Ramayana :* translated into English by M. N. Datta.	
43	*Ashtaddhayi of Pannini :* translated by Bábu S. C. Basú.	For the Reference Library of the Text-Book Committee.
44	*Oappeller's Sanskrit English Dictionary.*	

No.	Name of Book and Author.	Remarks.
	Gurmukhi.	
45	*Gurmukhí Primer*, by Bháí Charat Singh.	Prescribed as an alternative text-book with Bháí Hazára Singh's Primer.
46	Gurmukhí Translation of Mrs. Steel's *Good House-Mother*, Part I, by Bháí Sardúl Singh.	For the 1st and 2nd Middle Classes of Girls' Schools.
47	Ditto ditto of Mrs. Steel's *Good House-Mother*, Part II, by Bháí Sardúl Singh.	
48	Gurmukhí Translation of *Way to Health*, by Pandit Bhánu Datta	For the 5th Class of Primary Schools.
49	The Course of Reading in Gurmukhí for the Zamíndárí Class in Normal Schools, by Pandit Bhánú Datta.	Approved and prescribed.
50	Translation into Gurmukhí of the District Geography of Lahore, by Hazára Singh.	For the 2nd Class of Primary Schools for Girls.
51	Do. do. Gujránwála by do.	
52	Do. do. Ráwalpindi, by do.	
53	*The Bostán*, translated into Gurmukhí by Bháí Hazára Singh.	Patronised by the purchase of 50 copies for distribution among School Libraries.
	Arabic and Persian.	
1	*Lughát-i-Firozí*, by Maulaví Feroze-ud-dín, of Siálkot.	Patronised by the purchase of 200 copies for distribution among School Libraries.
2	*Miftah-ul-Saraf*, by Munshí Umr-ud-dín, M.A., and Maulaví Muhammad Dín, M.O.L.	Prescribed for use in Primary Schools.

Text-Books and other works completed or in course of preparation under the direction of the Committee.

No.	Name of Book or Author, scheme or proposal.	Remarks.
1	*Revision of the English Readers, Punjab Series.*	Is being carried out.
2	*Revision of the Urdú Reading Books*	Nearly completed.
3	*Fifth Urdú Reader* ...	Published and prescribed.

No.	Name of Book or Author, scheme or proposal.	Remarks.
4	*Sixth Urdú Reader* ...	Published and prescribed.
5	*Seventh Urdú Reader* ...	In the Press.
6	*Eighth Urdú Reader* ...	Under preparation.
7	*Urdú ka Qá'ida, Part II* ...	Published and prescribed.
8	*Agricultural Primer*, by Munshí Nathú Rám.	Ditto.
9	*Revision of the entire Scheme of Studies for Hindí Girls' Schools.*	Completed.
10	*Revision of the entire Scheme of Studies for Gurmukhí Girls' Schools.*	Ditto.
11	Translation into Hindí of *Sughar Bibí, Part I.*	Published and prescribed.
12	Translation into Hindí of *Sughar Bibí, Part II.*	Ditto.
13	Translation into Hindí of *Way to Health.*	Ditto.
14	Translation into Gurmukhí of *Way to Health.*	Ditto.
15	Translation into Gurmukhí of *Sughar Bibí, Part I.*	Ditto.
16	Translation into Gurmukhí of *Sughar Bibí, Part II.*	Ditto.
17	*Punjábí Course for Zamíndári Schools*	Ditto.
18	*Miftah-ul-Saraf* (Elementary Persian Grammar).	Ditto.
19	Translation into Gurmukhí of the *District Geography of Gujránwála.*	Ditto.
20	Translation into Gurmukhí of the *District Geography of Lahore.*	Ditto.
21	Translation into Gurmukhí of the *District Geography of Ráwalpindi.*	Ditto.
22	*Illustrations for the Fourth Urdú Reader.*	Approved.
23	*Text Book of Mechanical Powers* ...	Under preparation.
24	Development of Vernacular Literature.	Lists of books suitable for translation are under preparation
25	*Urdú Copy Slips* ...	Approved of.
26	*Shabdarath Bhanu* (A Sanskrit Hindí Dictionary).	Under revision.
27	*Mensuration Manual for Middle Schools.*	Under preparation.

APPENDIX M.—PUNJAB TEXT-BOOK COMMITTEE.

No.	Name of Book or Author, scheme or proposal.	Remarks.
28	Revision of the Departmental Text-Books on Euclid.	Under preparation.
29	Revision of the Departmental Text-Books on Algebra.	Ditto
30	Science Apparatus prepared in the Punjab.	Ready for exhibition in the Lahore Museum.
31	*Elementary Text-Book on Domestic Economy.*	Under preparation.
32	Translations of the Courses of Physical Training.	Published and prescribed.
33	*Urdú Middle Course for the 1st Class*	Ditto.
34	*Do. do. do. 2nd do.*	
35	*Do. do. do. 3rd do.*	
36	Revision of the *Urdú Course for Normal Schools.*	Is being carried out.
37	Proposals to illustrate the teaching of Geography in Elementary Schools of the Province, by means of Charts, etc., of Geographical Terms.	Under preparation.
38	Revision of *Hindí Primer and the Second Hindí Reader of the Punjab Series.*	Completed.
39	Translation into Hindí of the 4th and 5th Urdú Readers.	Under preparation.
40	*The Punjábi Dictionary* ...	Ditto
41	*A Manual for Normal Schools*, by Mr. F. Haden Cope.	Ditto
42	Scheme to improve the quality of the maps used in the Schools of the Province.	The maps submitted were not approved, and the Contractor was ordered to send fresh specimens.
43	*Mahájani Arithmetic*, by Lála Piára Lál.	In the Press.
44	*New Geographical Reader of the World.*	Under preparation.
45	*New Geographical Reader of the Punjab*	Under preparation.
46	*District Geography of Peshawar* ...	Published and prescribed.
47	*District Geography of Simla* ...	
48	*District Geography of Hazára* ...	
49	*District Geography of Dera Isma'íl Khan.* ...	
50	*District Geography of Bannú* ...	
51	*District Geography of Dera Ghází Khan.*	
52	Urdú Reading Books for Agricultural Schools.	Under preparation.

APPENDIX M.—PUNJAB TEXT-BOOK COMMITTEE.

List of Books prescribed for School Libraries.

Appendix M. Punjab Text-Book Committee.

No.	Name of Book and Author.	Remarks.
1	Apte's *Practical Sanskrit-English Dictionary.*	For High School Libraries.

Additions to the Library of Reference and Museum.

I.—Donations.

The Committee has to acknowledge receipt with thanks of gifts of books, sent either direct to the Secretary or through the Director of Public Instruction, from Messrs. Macmillan and Co.; Longmans, Green and Co.; Blackie and Sons; Nelson and Co.; Ruddiman Johnston; Thacker, Spink and Co.; W. H. Allen and Co.; W. and R. Chambers; and others. Some of these Publishers had favoured the Committee with spare copies of their Catalogues, and these were distributed by the Committee to the chief Schools and Arts Colleges in the Province. It is to the interest of Publishers to bring their publications to the notice of the Committee even though they may not be prescribed as text-books.

II.—General Additions to the Library.

1. 60 Volumes on Scientific Subjects.
2. 40 Do. of English Readers.
3. 10 Hindí and Sanskrit Books.
4. 40 Books on History and Geography.
5. Complete sets of the *District Gazetteers* and Settlement Reports of the Punjab.
6. Over 60 Maps, Charts, &c., to illustrate the teaching of Geography.
7. 45 Books in Urdú and Persian Languages and Literature.
8. 10 Books on Moral Education.
9. A complete set of the back numbers of the Journal of the Royal Asiatic Society of London.
10. 55 Books of Reference.
11. 360 Works on English Language, Grammar, and Literature.
12. Over 40 Volumes of Latin and Greek Books.
13. Over 20 Volumes of French, German, and Italian Books.
14. Over 60 Works on Philosophy.
15. 6 Books on Commercial Education.
16. 50 Books on Mathematics.
17. Science Apparatus.
18. 12 Gurmukhí Books.

EDUCATION—GENERAL TABLE I.

ABSTRACT RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1891-92.—

(For Details, see General Table III)

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of
				University Education.		*School Education, General.*		*School Education, Special.*						
Total Area in Square Miles.	Number of Towns* and Villages.	Population †		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
106,632	Towns ... 178	Males ...11,255,986	Institutions. For Males...	7	1	259	1,733	6	7	2,013	688	5,755	8,456	Institutions to number of towns and villages. 24·27
	Villages .. 34,664	Females... 9,610,861	For Females	...	...	28	313	..	...	341	...	611	952	2·73
	Total ...34,842	Total ...20,866,847	Total ...	7	1	287	2,046	6	7	2,354	688	6,366	9,408	27·00
			Scholars. Males ...	534	144	48,709	88,972	357	937	139,653	9,320	91,092	240,065	Male scholars to male population of school-going age.‡ 14·22
			Females...	...	...	1,878	10,106	.	...	11,984	...	8,178	20,162	Female scholars to female population of school-going age.‡ 1·39
			Total ...	534	144	50,587	99,078	357	937	151,637	9,320	99,270	260,227	8·31

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality, whatever its population, should be entered as a town.

† The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the Schools of the States in question come under the supervision and control of the Education Department; and the foot-notes should specify what addition or deduction is made in this respect.

‡ The population of school-going age is taken at 15 per cent. of the whole population

EDUCATION—GENERAL TABLE II.

ABSTRACT RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1891-92.

(For Details, see General Table IV.)

	Total Direct Expenditure on Public Instruction.							Total Indirect Expenditure on Public Instruction.								Total Expenditure on Public Instruction.
	University Education.		*School Education, General.*		*School Education, Special.*											
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. *Institutions* ... For Males ...	1,24,768	60,353	7,91,393	3,89,711	57,580	74,707	14,98,512	65,375	39,872	1,65,432	1,39,080	3,40,334	44,580	1,98,637	9,93,310	26,70,499
For Females	...	...	1,07,616	71,061	...	...	1,78,677									
Total ...	1,24,768	60,353	8,99,009	4,60,772	57,580	74,707	16,77,189	65,375	39,872	1,65,432	1,39,080	3,40,334	44,580	1,98,637	9,93,310	26,70,499
2. (*a*)—Percentages of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction	6·81	5·88	15·08	2·51	6·56	5·89	42·74	2·02	4·57	16·99	7·05	21·16	1·19	4·28	57·26	100
(*b*)—Percentages of Local Fund Expenditure included in columns 2—17 to Total Local Fund Expenditure on Public Instruction	·15	·57	15·87	49·01	...	01	65·62	·25	...	2·56	7·95	13·50	2·82	7·28	34·38	100
(*c*)—Percentages of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction	1·80	90	57·60	16·69	·09	1·40	78·50	...	...	·48	4·40	9·17	2·32	5·12	21·50	100
(*d*)—Percentages on Total Expenditure on columns 2—17 to Total Expenditure on Public Instruction	4·67	2·26	33·66	17·25	2·16	2·80	62·80	2·45	1·49	6·19	5·21	12·74	1·67	7·44	37·20	100

3. AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions.	Cost to Provincial Revenues ...	294 15 11	346 14 1	12 1 3	13 13 10	157 4 6	73 2 5	74 10 11
	Cost to Local and Municipal Funds.	...	43 15 0	0 15 3	...	0 14 6	0 2 5	2 13 2
	Total Cost ...	375 14 11	407 12 8	41 1 7	17 9 3	158 3 0	95 10 1	90 13 7
Local Fund Schools.	Cost to Provincial Revenues ...	...	..	0 0 3	0 0 3	...	...	0 0 3
	Cost to Local Funds	...	...	5 1 4	4 1 2	...	...	4 3 4
	Total Cost ...	...	...	7 7 3	4 7 10	...	...	4 14 1
Municipal Schools.	Cost to Provincial Revenues ...	..	...	0 1 11	0 2 1	...	...	0 1 11
	Cost to Municipal Funds ..	177 10 11	..	7 9 2	4 11 5	...	23 3 6	6 13 6
	Total Cost ...	229 12 4	..	15 8 1	6 3 11	...	23 6 1	12 11 3
Aided Institutions.	Cost to Provincial Revenues ...	75 1 4	...	9 15 3	2 3 5	...	47 2 5	8 3 8
	Cost to Local and Municipal Funds.	11 3 3	...	1 4 4	0 10 4	...	1 6 5	1 3 1
	Total Cost ...	238 11 5	...	31 5 3	8 12 5	...	108 7 9	26 7 7
Unaided Institutions ... Total Cost ..		42 12 7		14 4 7	6 4 9	...	...	13 2 6
All Institutions.	Cost to Provincial Revenues ...	114 1 8	346 14 1	2 10 0	0 3 1	157 4 6	55 9 2	2 9 9
	Cost to Local and Municipal Funds.	13 8 9	43 15 0	5 13 2	3 14 3	0 14 6	5 3 11	4 10 5
	Total Cost ...	239 7 8	407 12 8	17 15 1	5 1 6	158 3 0	80 12 3	11 12 3

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	139	130	120	1	23	22	22	3	211	207	180	1	89	88	64
Oriental ..									1	72	74	59	..	.	.	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine ..	1	144	148	134				.			..					...
Total	2	283	278	254	1	23	22	22	4	283	281	239	1	89	88	64
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools	4	1,464	968	881	20	6,734	7,260	6,176	22	6,579	6,640	5,539	8	1,862	1,701	1,456
Middle Schools — English			..		49	9,599	9,632	7,999	22	3,176	3,155	2,588	11	1,126	1,133	881
Vernacular		.	..		122	17,914	17,570	14,601	1	255	255	216		.		
For Girls. — High Schools	2	308	290	274				..	4	251	233	204			.	
Middle Schools — English									16	830	780	676	1	24	24	17
Vernacular		..	.	.	... 2	124	126	108	3	341	339	228				.
Total	6	1,772	1,258	1,155	193	34,371	34,588	28,884	68	11,432	11,402	9,451	20	3,012	,858	2,354
PRIMARY SCHOOLS— For Boys	4	335	316	264	1,659	84,646	76,918	62,990	55	3,229	3,137	2,603	15	762	674	548
For Girls			.		190	6,185	5,601	4,331	116	3,746	3,636	2,763	7	175	178	131
Total .	4	335	316	264	1,849	90,831	82,519	67,321	171	6,975	6,773	5,366	22	937	852	679
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters.	6	357	364	349					..	.						.
Schools of Art	1	134	123	114	.			..			.				...	.
Law Schools		..							1	85	60	46			..	..
Medical Schools	1	178	196	185	.					..					.	..
Industrial Schools	1	270	243	197	2	173	201	139								...
Other Schools .	1	97	102	92		...	...			.				.	..	...
Total ...	10	1,036	1,028	937	2	173	201	139	1	85	60	46	...	..	..	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION .	22	3,426	2,880	2,610	2,045	125,398	117,330	96,366	244	18,775	18,516	15,102	43	4,038	3,798	3,097

PRIVATE INSTITUTIONS

1. *Advanced Teaching*—
   (*a*). Arabic or Persian . . ..
   (*b*). Sanskrit ... ...
2. *Elementary Teaching a Vernacular only or mainly* .. For Boys / ,, Girls
3. *Do. do. the Qurán** ... ... For Boys ... / ,, Girls ...
4. *Other Schools not conforming to Departmental Standard* . ... For Boys ... / ,, Girls ...

Total ... ...

GRAND TOTAL ...

RAL TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1891-92.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		English.	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
6	462	462	324	..	5	8	364	84	1	...	...	
1	72	52	72	22	..	...	29	43		...	...	
1	144	144	...	...	6	10	99	29		11		
8	678	658	396	22	11	18	492	156	1	11	..	
54	16,639	12,109	13,514	15,635	560	283	9,959	5,816	19	5	...	
82	13,901	7,009	6,771	13,866	269	171	9,008	4,395	58	46		
123	18,169	..	7,277	18,354	...	5	11,751	6,410	3	..		
6	559	559	164	181	412	141	...	...	6	...	3	
17	854	748	52	238	685	162	...	3	4	..	43	
5	465	10	101	504	...	5	333	127			...	
287	50,587	30,435	27,879	48,778	1,926	767	31,051	16,753	90	51	46	
1,733	88,972	1,178	12,917	89,625	67	113	51,293	37,335	164	27	...	(a) Forty-eight boys learn elementary drawing from flat, model drawing, and carpentry; 35 boys learn plain geometry, perspective wood-working, architectural and model drawing, drawing from nature, light and shade, and elements of colours; 30 learn advanced geometry, advanced perspective sciography, advanced light and shade, constructive and decorative designs, lithography, surveying, and wood-working; 8 boys applied designs and modelling in clay and plaster; 13 boys engineering, drawing, estimating, and surveying. (b) One hundred and seventy-six learn carpentry and drawing; 196 wood-work; 64 drawing; 5 moulding; and 36 engraving. (c) All learning Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica.
313	10,106	81	413	10,108	71	159	5,649	4,158	69	...	33	
2,046	99,078	1,259	13,330	99,733	138	272	56,942	41,493	233	27	35	
6	357	43	264	384	..	...	232	125	...	..		
1	(a) 134	..	...	..	1	2	66	65				
1	85	72	...	13	...	...	68	16	1	...	..	
1	178	..	...	178	...	6	120	52		8	...	
3	(b) 413	35	12	390	...	2	185	256		...	...	
1	(c) 97	..	...			...	25	72		...	..	
13	1,294	150	276	965	1	10	696	586	1	8	...	
2,354	151,637	22,502	41,881	149,498	2,076	1,067	89,181	58,988	325	97	79	
566	7,413	..	7,124	312	...	.	320	7,091	2	...	...	
122	1,907	...	1,796	101	..	.	1,907	...	..	...	...	
1,552	35,300	41	1,080	33,984	.	321	26,059	8,714	206	75		
56	1,081	...	72	1,063	.	..	793	288	.		84	
3,912	45,777	..	42,599	1,430	...	...	865	14,871	41	804	...	
527	6,299	.	6,188	9	...	...	.	6,299	...	..	609	* The Qurán, Shástras, or other religious books by rote.
291	10,015	55	786	9,815	29	538	3,783	4,946	719	2		
28	798	47	23	749	26	112	219	296	145	...	9	
7,054	108,590	143	59,668	47,463	55	971	33,946	72,505	1,115	881	702	
9,408	260,227	22,645	101,549	196,961	2,131	2,038	123,127	131,493	1,438	978	781	

EDUCATION—GENERAL TABLE III (A).

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1891-92.

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.												Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON THE 31ST OF MARCH ACCORDING TO RACE OR CREED.		Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	REMARKS.
	UNDER PUBLIC MANAGEMENT.				UNDER PRIVATE MANAGEMENT.																	
	Managed by Government.				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*													
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.			English	A Classical Language.	A Vernacular Language.	Europeans and Eurasians.	Others.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
School Education, General. — SECONDARY SCHOOLS.																						
For Boys. — High Schools ...	2	370	353	339	2	179	167	155	...	...	...	...	4	549	548	160	396	549	.	5	..	
For Boys. — Middle Schools—English	...	...	...	...	6	270	244	196	...	...	...	...	6	270	270	14	61	264	6	46	...	
For Girls. — High Schools ...	2	308	290	274	2	102	91	74	...	...	..	...	4	410	410	78	34	410	...	...	3	
For Girls. — Middle Schools—English	..	...	.	...	13	664	620	528	1	24	24	17	14	688	688	50	46	685	3	..	43	
Total ...	4	678	643	613	23	1,215	1,122	953	1	24	24	17	28	1,917	1,916	302	537	1,908	9	51	46	
PRIMARY SCHOOLS.																						
For Boys	...	...	...	...	2	72	50	38	.	...	...	..	2	72	72	...	...	67	5	27	.	
„ Girls	..	...	.	...	2	57	46	35	1	22	17	17	3	79	79	..	...	71	8	...	33	
Total ...	...	.	..	...	4	129	96	73	1	22	17	17	5	151	151	...	...	138	13	27	33	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ...	4	678	643	613	27	1,344	1,218	1,026	2	46	41	34	33	2,068	2,067	302	537	2,046	22	78	79	
PRIVATE INSTITUTIONS ... Other Schools not conforming to Departmental Standard ... .. For Boys ...													2	29	29	29	...	29	...	...	...	
„ Girls ...													3	26	26	17	..	26	..	...	9	
TOTAL													5	55	55	46	...	55	...	..	9	
GRAND TOTAL													38	2,123	2,122	348	537	2,101	22	78	88	

EDUCATION—GENERAL TABLE III (B).

RETURN OF COLLEGES, SCHOOLS AND SCHOLARS IN THE PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1891-92.

EDUCATION—GENE

RETURN OF COLLEGES, SCHOOLS, AND SCHOLARS IN THE

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.															
	UNDER PUBLIC MANAGEMENT.								UNDER PRIVATE MANAGEMENT.							
	Managed by Government.				*Managed by Local Fund and Municipal Boards.*				*Aided by Government or by Local Fund or Municipal Boards.*				*Unaided.*			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average number on the Rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
University Education. — ARTS COLLEGES. — English	1	139	130	120	1	23	22	22	3	211	207	186	1	89	88	64
Oriental	...	...	..	...	..	.	..	..	1	72	74	59	.	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	1	144	148	134	...		..	..	.		...	...		...	...	..
Total	2	283	278	254	1	23	22	22	4	283	281	239	1	89	88	64
School Education, General. — SECONDARY SCHOOLS. — For Boys. — High Schools	2	1,094	615	542	20	6,734	7,260	6,176	20	6,400	6,473	5,381	8	1,862	1,701	1,456
Middle Schools — English	.	.		.	49	9,599	9,632	7,999	16	2,906	2,911	2,392	11	1,126	1,133	881
Vernacular	.	...	...	...	122	17,914	17,570	14,601	1	255	255	216		..	...	...
For Girls. — High Schools	..	...	...	...	...	.	...	..	2	149	142	130	.	...	...	...
Middle Schools — English	...	...	...	...	...	...	...	...	3	166	160	148		...	...	...
Vernacular	...	..	...	...	2	124	126	108	3	341	339	228		...	...	...
Total	2	1,094	615	542	193	34,371	34,588	28,884	45	10,217	10,280	8,498	19	2,988	2,834	2,337
PRIMARY SCHOOLS. — For Boys	4	335	316	264	1,659	84,646	76,918	62,986	53	3,157	3,087	2,565	15	702	674	548
For Girls	...	...	...	.	190	6,185	5,601	4,331	114	3,689	3,590	2,728	6	153	161	114
Total	4	335	316	264	1,849	90,831	82,519	67,321	167	6846	6,677	5,293	21	915	835	662
School Education, Special. — SCHOOLS FOR SPECIAL INSTRUCTION. — Training Schools for Masters.	6	357	304	349		...	...		.	...	...	.		...	...	...
Schools of Art	1	134	123	114	.	..	...	...	..	..	...	..		...	...	...
Law Schools	.	...	...	.	...	..	..	..	1	85	60	46	...	...	...	...
Medical Schools	1	178	196	185	.	.	.	.	.	...	.			..	...	...
Industrial Schools	1	270	243	197	2	173	201	139			..	..		...	...	...
Other Schools	1	97	102	92	..	..	...	..			.	...	.	.	...	...
Total	10	1,036	1,028	937	2	173	201	139	1	85	60	46		...	..	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION	18	2,748	2,237	1,997	2,045	125,398	117,330	96,366	217	17,431	17,298	14,076	41	3,992	3,757	3,063

PRIVATE INSTITUTIONS	1. *Advanced Teaching*— (*a*). Arabic or Persian ... ... (*b*). Sanskrit		...	...
	2. *Elementary Teaching a Vernacular only or mainly*	For Boys	...	...
		,, Girls	...	...
	3. *Do. do. the Qurán**	For Boys	...	...
		,, Girls	.	...
	4. *Other Schools not conforming to Departmental Standard* ...	For Boys	..	..
		,, Girls*	...	...
		TOTAL	...	...
		GRAND TOTAL	...	...

RAL TABLE III (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1891-92.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March learning			Classification of Scholars on the 31st of March according to Race or Creed.					Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks
		English.	A Classical Language.	A Vernacular Language	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.			
18	19	20	21	22	23	24	25	26	27	28	29	30
6	462	462	324		5	8	364	84	1			
1	72	52	72	22			29	43				
1	144	144		...	6	10	99	29		11		
8	678	658	396	22	11	18	492	156	1	11		
50	16,090	11,561	13,354	15,239	11	283	9,959	5,818	19			
76	13,631	6,739	6,757	13,805	5	171	9,008	4,395	52			
123	18,169		7,277	18,354		5	11,751	6,410	3			
2	149	149	86	147	2	141			6			
3	166	60	2	192		162		3	1			
5	465	10	101	504		5	333	127				
259	48,670	18,519	27,577	48,241	18	767	31,051	16,753	81			
1,731	88,900	1,106	12,917	89,625		113	51,293	37,335	159			
310	10,027	2	413	10,108		159	5,649	4,158	61			
2,041	98,927	1,108	13,330	99,733		272	56,942	41,493	220			
6	357	43	264	384			232	125				
1	(a) 184				1	2	66	65				
1	85	72		13			68	16	1			
1	178			178		6	120	52		8		
3	(b) 443	35	12	390		2	185	256				
1	(c) 97						25	72		..		
13	1,294	150	276	965	1	10	696	586	1	8		
2,321	149,569	20,435	41,579	148,961	30	1,067	89,181	58,988	303	19		
566	7,413	...	7,124	312			320	7,091	2			
122	1,907		1,796	101			1,907					
1,552	35,300	41	1,080	33,984		321	26,059	8,714	206	75		
56	1,081		72	1,063			793	288			84	
3,912	45,777		42,599	1,430			865	44,871	41	804		
527	6,299		6,188	9				6,299		.	609	* The Qurán, Shástras, or other religious books by rote
289	9,986	26	757	9,815		538	3,783	4,946	719	2		
25	772	21	6	749		112	319	296	145		..	
7,049	108,535	88	59,622	47,463		971	33,946	73,505	1,113	881	693	
9,370	258,104	20,523	101,201	196,424	30	2,038	123,127	131,493	1,416	900	693	

(a) Forty-eight boys learn elementary drawing from flat, model drawing, and carpentry; 35 boys learn plain geometry, perspective wood-working, architectural and model drawing, drawing from nature, light and shade, and elements of colours; 30 learn advanced geometry, advanced perspective sciography, advanced light and shade, constructive and decorative designs, lithography, surveying, and wood-working; 8 boys applied designs and modelling in clay and plaster; 13 boys engineering, drawing, estimating, and surveying.

(b) One hundred and seventy-six learn carpentry and drawing; 196 wood-work; 64 drawing; 5 moulding; and 36 engraving

(c) All learning Veterinary Surgery and Medicine; Veterinary Anatomy and Physiology; and Materia Medica.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC						
	UNDER PUBLIC						
	Managed by Government.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — English	38,349	...	...	10,522	...	...	48,871
University Education. — Oriental	...	...	...	...	...	...	...
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING. — Medicine	51,338	3,429	3,074	2,512	...	..	60,353
Total	89,687	3,429	3,074	13,034	...	...	1,09,224
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	10,410	...	1,200	5,692	110	* 21,415	38,827
School Education, General. — For Boys — Middle Schools — English	...	...	...	...	...	...	...
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	...	...	...	...
School Education, General. — For Girls — High Schools	4,784	...	...	731	...	† 7,359	12,874
School Education, General. — For Girls — Middle Schools — English	...	..	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — Vernacular	...	..	...	...	...	...	...
Total	15,194	...	1,200	6,423	110	28,774	51,701
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,381	...	...	1,174	...	...	5,555
School Education, General. — For Girls	...	...	...	...	...	...	...
Total	4,381	..	...	1,174	...	...	5,555
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	57,250	...	330	...	...	...	57,580
School Education, Special. — Schools of Art	14,788	21	31	42	55	244	15,181
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	13.424	22	27	...	48	210	13,731
School Education, Special. — Industrial Schools	6,309	...	...	...	...	...	6,309
School Education, Special. — Other Schools	14,053	...	...	...	...	† 14,225	28,278
Total	1,05,824	43	388	42	103	14,679	1,21,079
Buildings	1,67,918	...	...	...	26,956	...	1,94,874
Furniture and Apparatus (Special Grants only)	9,578	3	4	...	7	‡ 5,069	14,661
Total	1,77,496	3	4	...	26,963	5,069	2,09,535
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools.	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,32,582	3,475	4,666	20,673	27,176	48,522	4,97,094

* Includes Rs. 15,323
† From Imperial
‡ Includes Rs. 1,066

R AL TABLE IV.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1891-92.

INSTITUTIONS.

MANAGEMENT.							UNDER PRIVATE MANAGEMENT.						
Managed by Local Fund and Municipal Boards.							*Aided by Government or by Local Fund or Municipal Boards.*						
Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	3,909	1,144	...	...	5,053	9,000	350	1,500	11,280	10,759	13,408	46,297
...	...	...	...	...	...	...	12,098	575	723	467	1,280	5,639	20,782
...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	3,909	1,144	...	...	5,053	21,098	925	2,223	11,747	12,039	19,047	67,079
903	5,870	1,01,843	75,013	749	455	1,84,833	62,309	594	9,895	93,854	5,287	46,653	2,18,592
1,920	18,831	55,905	60,524	963	1,030	1,39,173	15,913	430	2,922	17,335	5,821	9,460	51,881
...	69,490	17,454	30,754	616	30	1,18,344	..	...	...	38	..	86	124
....	...	...	...	...	...	...	7,153	...	...	11,266	120	10,111	28,650
...	...	...	...	..	...	...	19,519	...	...	19,065	3,800	4,675	47,059
171	369	6,407	...	...	...	6,947	8,572	...	627	81	362	1,227	10,869
2,994	94,560	1,81,609	1,66,291	2,328	1,515	4,49,297	1,13,466	1,024	13,444	1,41,639	15,390	72,212	3,57,175
50	2,79,646	35,057	38,726	850	609	3,54,938	6,217	529	965	6,126	1,590	10,246	25,673
2,501	13,990	18,963	...	...	7	35,461	8,759	998	1,890	1,473	4,987	15,673	33,780
2,551	2,93,636	54,020	38,726	850	616	3,90,399	14,976	1,527	2,855	7,599	6,577	25,919	59,453
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	..
...	...	...	..	...	...	...	2,829	34	50	3,116	88	392	6,509
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,667	32	...	...	4,699	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	4,667	32	...	...	4,699	2,829	34	50	3,116	88	392	6,509
2,152	81,332	31,258	...	452	500	1,15,694	14,571	...	...	...	14,901	294	29,766
...	17,022	7,885	...	...	...	24,907	793	6	7	...	1,889	1,470	4,165
2,152	98,354	39,143	...	452	500	1,40,601	15,364	6	7	...	16,790	1,764	33,931
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	..	..
...	...	...	...	...	...	...	...	...	...	...	...	...	..
7,697	4,86,550	2,83,348	2,06,193	3,630	2,631	9,90,049	1,67,733	3,516	18,579	1,64,101	50,884	1,19,334	5,24,147

from Imperial Revenues.
Revenues.
from Imperial Revenues.

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION

OBJECTS OF EXPENDITURE.	PUBLIC INSTITUTIONS—*concluded.*			
	UNDER PRIVATE MANAGEMENT—*concluded.*			
	Unaided.			
	Fees.	Subscriptions.	Endowments and other sources.	Total.
	23	24	25	26
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.
University Education. English	2,106	1,223	436	3,765
University Education. Oriental	...	...	...	...
University Education. COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.				
University Education. Medicine	...	...	...	...
Total	2,106	1,223	436	3,765
SECONDARY SCHOOLS.				
School Education, General. For Boys — High Schools	12,937	6,294	14,040	33,271
School Education, General. For Boys — Middle Schools — English	3,131	974	2,243	6,348
School Education, General. For Boys — Middle Schools — Vernacular	...	...	...	...
School Education, General. For Girls — High Schools	...	...	...	...
School Education, General. For Girls — Middle Schools — English	431	...	786	1,217
School Education, General. For Girls — Middle Schools — Vernacular	...	...	...	...
Total	16,499	7,268	17,069	40,836
PRIMARY SCHOOLS.				
School Education, General. For Boys	980	1,232	1,333	3,545
School Education, General. For Girls	407	4	1,409	1,820
Total	1,387	1,236	2,742	5,365
SCHOOLS FOR SPECIAL INSTRUCTION.				
School Education Special. Training Schools for Masters	...	...	...	...
School Education Special. Schools of Art	...	...	...	...
School Education Special. Law Schools	...	...	...	...
School Education Special. Medical Schools	...	...	...	...
School Education Special. Industrial Schools	...	...	...	...
School Education Special. Other Schools	...	...	...	...
Total	...	...	...	...
Buildings	...	...	...	...
Furniture and Apparatus (Special Grants only)	...	...	847	847
Total	...	...	847	847
University	..	...	...	...
Direction	...	...	..	...
Inspection	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	..
Scholarships held in Professional Colleges	...	...	...	...
Scholarships held in Secondary Schools	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...
Scholarships held in Special Schools other than Training Schools.	...	...	...	...
Miscellaneous	...	...	...	...
Total	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	19,992	9,727	21,094	50,813

RAL TABLE IV—*concluded.*

IN THE PUNJAB FOR THE OFFICIAL YEAR 1891-92.

Total Expenditure from					Grand Total.	Remarks.
Provincial Revenues.	Local Funds	Municipal Funds.	Fees.	All other sources.		
27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
47,349	350	5,409	25,052	25,826	1,03,986	
12,098	575	723	467	6,919	20,782	
51,338	3,429	3,074	2,512	...	60,353	
1,10,785	4,354	9,206	28,031	32,745	1,85,121	
73,622	6,464	1,12,938	1,87,496	* 95,003	4,75,523	* Includes Rs 15,323 from Imperial Revenues.
17,833	19,261	58,827	80,990	20,491	1,97,402	
	69,490	17,454	30,792	732	1,18,468	
11,937	..	.	11,997	† 17,590	41,524	† Includes Rs 7,359 from Imperial Revenues.
19,519	...	..	19,496	9,261	48 276	
8,743	369	7,034	81	1,589	17,816	
1,31,654	95,584	1,96.253	3,30,852	1,44,666	8,99 009	
10,648	2,80,175	36,022	47,006	15 860	3,89,711	
11,260	14,988	20,853	1,880	22,080	71,061	
21,908	2,95,163	56,875	48,886	37,940	4,60,772	
57,250	...	330	...	..	57,580	
14,788	21	31	42	299	15,181	
2,829	34	50	3,116	480	6.509	
13,424	22	27	...	258	13,731	
6,309	...	4,667	32		11,008	
14,053	.	.	...	‡ 14,225	28,278	‡ From Imperial Revenues.
1,08,653	77	5,105	3,190	15,262	1,32,287	
1,84,641	81,332	31,258	...	43,103	3,40,334	
10,371	17,031	7,896	...	§ 9,282	44,580	§ Includes Rs 1,066 from Imperial Revenues.
1,95,012	98,363	39,154	..	52,385	3,84,914	
17,662	1,512	...	37,735	8,466	‖ 65,375	‖ Exclusive of expenditure on the Oriental College and School, the Law School, the Engineering Class attached to the School of Art, the Oriental Medical Class attached to the Medical School, and Scholarships held in the Arts Colleges.
39,872	..	...	...		39,872	
1,48,328	15,422	1,630	...	52	1,65,432	
15 098	634	2,085	..	2,979	20,796	
7,743	565	863	...	2,179	11,350	
12 387	41,812	10,852	...	3,894	68 945	
12 728	228	24	...	879	13,859	
13,564	4,654	1,190	...	¶ 4 722	24,130	¶ Includes Rs. 168 from Imperial Revenues.
37,365	43,839	17,449	...	** 99,984	1.98,637	** Includes Rs. 94,264 from Imperial Revenues.
3,04,747	1,08,666	34,093	37,735	1,23,155	6,08,396	
8,72,759	6,02,207	3,40,686	4,48,694	4,06,153	26,70,499	

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC
			UNDER PUBLIC MANAGEMENT.
			Managed by Government.
			Provincial Revenues.
			Fees.
			Endowments and other sources
			Total.
1			2
			3
			4
			5
			Rs.
			Rs.
			Rs.
			Rs.
School Education, General.	SECONDARY SCHOOLS		
	For Boys	High Schools	6,252
			1,462
			(a) 15,323
			23,037
		Middle Schools—English	...
			...
			...
			...
	For Girls	High Schools	4,784
			731
			(a) 7,359
			12,874
		Middle Schools—English	...
			...
			...
			...
		Total ...	11,036
			2,193
			22,682
			35,911
	PRIMARY SCHOOLS.		
	For Boys		...
			...
			...
			...
	For Girls		...
			...
			...
			...
		Total ...	...
			...
			...
			...
	Buildings		91,984
			...
			...
			91,984
	Furniture and Apparatus (Special Grants only)		...
			...
			(a) 1,066
			1,066
		Total ...	91,984
			...
			1,066
			93,050
	Scholarships held in Secondary Schools		...
			...
			...
			...
	Miscellaneous		...
			...
			...
			...
		Total ...	...
			...
			...
			...
	TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...		1,03,020
			2,193
			23,748
			1,28,961

(a) From Imperial

RAL TABLE IV (A).

PUNJAB (FOR EUROPEANS) FOR THE OFFICIAL YEAR 1891-92.

INSTITUTIONS.													
UNDER PRIVATE MANAGEMENT.									TOTAL EXPENDITURE FROM			GRAND TOTAL.	REMARKS.
Aided by Government or by Local Fund or Municipal Boards.					*Unaided.*								
Provincial Revenues.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Fees.	All other sources.		
6	7	8	9	10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
8,500	19,346	103	4,471	32,420	..	...	...	...	14,752	20,808	*19,897	55,457	* Includes Rs. 15,323 from Imperial Revenues.
7,608	5,451	2,779	2,483	18,321	...	...	...	...	7,608	5,151	5,262	18,321	
3,933	9,194	...	...	13,127	...	...	...	...	8,717	9,925	†7,359	26,001	† From Imperial Revenues.
17,888	19,065	3,800	323	41,076	431	...	786	1,217	17,888	19,496	4,909	42,293	
37,929	53,056	6,682	7,277	1,04,944	431	...	786	1,217	48,965	55,680	37,427	1,42,072	
1,698	939	...	1,555	4,192	...	...	...	...	1,698	939	1,555	4 192	
850	1,473	497	313	3,133	407	4	74	485	850	1.880	888	3,618	
2,548	2,412	497	1,868	7,325	407	4	74	485	2,548	2,819	2,443	7,810	
14,541	...	891	294	15,729	...	...	...	...	1,06,528	...	1,185	1,07,713	
170	...	1,080	270	1,520	...	...	...	...	170	...	‡2,416	2,586	‡ Includes Rs. 1,066 from Imperial Revenues.
14,714	...	1,971	564	17,249	...	...	...	...	1,06,698	...	3,601	1,10,299	
...	...	...	...	...	...	...	...	...	1,623	...	130	1,753	
..	...	...	...	...	...	...	...	...	12,138	..	§94,264	1,06,402	§ From Imperial Revenues.
...	...	...	...	...	...	...	...	...	13,761	...	94,394	1,08,155	
55,191	55,468	9,150	9,709	1,29,518	838	4	860	1,702	1,71,972	58,499	1,37,865	3,68,336	

EDUCATION.—GENE

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.			PUBLIC				
			UNDER PUBLIC				
			Managed by				
			Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.
1			2	3	4	5	6
	ARTS COLLEGES.		Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	English		38,349	...	...	10,522	...
	Oriental		...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Medicine		51,338	3,429	3,074	2,512	..
		Total	89,687	3,429	3,074	13,034	...
	SECONDARY SCHOOLS.						
School Education, General.	For Boys — High Schools		4,158	...	1,200	4,230	110
	For Boys — Middle Schools — English		...	...	...	...	...
	For Boys — Middle Schools — Vernacular		...	...	...	...	...
	For Girls — High Schools		...	...	...	...	...
	For Girls — Middle Schools — English		...	...	...	...	...
	For Girls — Middle Schools — Vernacular		...	...	...	...	...
		Total	4,158	...	1,200	4,230	110
	PRIMARY SCHOOLS.						
	For Boys		4,381	...	...	1,174	...
	For Girls		...	...	...	...	..
		Total	4,381	..	...	1,174	...
	SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special.	Training Schools for Masters		57,250	...	330	..	...
	Schools of Art		14,788	21	31	42	55
	Law Schools		..	...	...	...	...
	Medical Schools		13,424	22	27	...	48
	Industrial Schools		6,309	...	...	...	...
	Other Schools		14,053	...	...	...	...
		Total	1,05,824	43	388	42	103
Buildings			75,934	...	...	...	26,956
Furniture and Apparatus (Special Grants only)			9,578	3	4	...	7
		Total	85,512	3	4	...	26,963
Scholarships and Stipends	Arts Colleges		...	...	...	...	...
	Professional Colleges		...	...	...	...	..
	Secondary Schools		...	...	...	...	..
	Primary Schools		...	...	...	...	...
	Special Schools other than Training Schools		...	...	...	...	...
Miscellaneous			...	...	...	...	...
		Total	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			2,80,562	3,475	4,666	18,480	27,176

RAL TABLE IV (B).

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1891-92.

INSTITUTIONS.								
MANAGEMENT.								
Government		*Managed by Local Fund and Municipal Boards.*						
Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources	Total.
7	8	9	10	11	12	13	14	15
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	48,871	..	...	3,909	1,144	...	...	5,053
...	...	...	...	...	...	...	...	...
...	60,353	...	..	...	...	...	...	...
...	1,09,224	...	.	3,909	1,144	...	...	5,053
6,092	15,790	903	5,870	1,01,843	75,013	749	455	1,84,833
...	...	1,920	18,831	55,905	60,524	963	1,030	1,39,173
...	...	...	69,490	17,454	30,754	616	30	1,18,344
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	171	369	6,407	...	...	...	6,947
6,092	15,790	2,994	94,560	1,81,609	1,66,291	2,328	1,515	4,49,297
...	5,555	50	2,79,646	35,057	38,726	850	609	3,54,938
...	...	2,501	13,990	18,963	...	...	7	35,461
...	5,555	2,551	2,93,636	54,020	38,726	850	616	3,90,399
...	57,586	...	...	...	...	...	...	...
244	15,181	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
210	13,731	...	...	...	...	...	...	...
...	6,309	...	...	4,667	32	...	...	4,699
14,225	28,278	...	...	...	...	...	...	...
14,679	1,21,079	...	...	4,667	32	...	...	4,699
...	1,02,896	2,152	81,382	31,258	...	452	500	1,15,694
4,003	13,59.	...	17,022	7,885	...	...	...	24,907
4,003	1,16,486	2,152	98,354	39,143	...	452	500	1,40,601
...	...	..	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...
24,774	3,68,133	7,697	4,86,550	2,83,348	2,06,198	3,630	2,631	9,90,049

RETURN OF EXPENDITURE ON PUBLIC INSTRUCTION IN THE

OBJECTS OF EXPENDITURE.	PUBLIC INSTITU						
	UNDER PRIVATE						
	Aided by Government or by Local Fund or Municipal Boards.						
	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
	16	17	18	19	20	21	22
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
University Education. — English	9,000	350	1,500	11,280	10,759	13,408	46,297
University Education. — Oriental	12,098	575	723	467	1,280	5,639	20,782
University Education. — COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
University Education. — Medicine	...	...	...	...	...	...	...
Total	21,098	925	2,223	11,747	12,039	19,047	67,079
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	53,809	594	9,895	74,508	5,184	42,182	1,86,172
School Education, General. — For Boys — Middle Schools — English	8,305	430	2,922	11,884	3,042	6,977	33,560
School Education, General. — For Boys — Middle Schools — Vernacular	...	...	...	38	...	86	124
School Education, General. — For Girls — High Schools	3,220	...	...	2,072	120	10,111	15,523
School Education, General. — For Girls — Middle Schools — English	1,631	...	...	...	...	4,352	5,983
School Education, General. — For Girls — Middle Schools — Vernacular	8,572	...	627	81	362	1,227	10,869
Total	75,537	1,024	13,444	88,583	8,708	64,935	2,52,231
PRIMARY SCHOOLS.							
School Education, General. — For Boys	4,519	529	965	5,187	1,590	8,691	21,481
School Education, General. — For Girls	7,909	998	1,890	...	4,490	15,360	30,647
Total	12,428	1,527	2,855	5,187	6,080	24,051	52,128
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. — Schools of Art	...	...	...	...	...	...	...
School Education, Special. — Law Schools	2,829	34	50	3,116	88	392	6,509
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...
School Education, Special. — Other Schools	...	...	...	...	...	...	...
Total	2,829	34	50	3,116	88	392	6,509
Buildings	27	...	...	...	14,010	...	14,037
Furniture and Apparatus (Special Grants only)	623	6	7	...	809	1,200	2,645
Total	650	6	7	...	14,819	1,200	16,682
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Special Schools other than Training Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	1,12,542	3,516	18,579	1,08,633	41,734	1,09,625	3,94,629

RAL TABLE IV (B)—*concluded.*

PUNJAB (FOR NATIVES) FOR THE OFFICIAL YEAR 1891-92.

TIONS—*concluded.*										
MANAGEMENT.				TOTAL EXPENDITURE FROM						
Unaided.										
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	All other sources.	GRAND TOTAL.	REMARKS.
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,106	1,223	436	3,765	47,349	350	5,409	25,052	25,826	1,03,986	
...	...	...	...	12,098	575	723	467	6,919	20,782	
...	...	...	...	51,338	3,429	3,074	2,512	...	60,353	
2,106	1,223	436	3,765	1,10,785	4,354	9,206	28,031	32,745	1,85,121	
12,937	6,294	14,040	33,271	58,870	6,464	1,12,938	1,66,688	75,106	4,20,066	
3,131	974	2,243	6,348	10,225	19,261	58,827	75,539	15,229	1,79,081	
...	...	...	...	...	69,490	17,454	30,792	732	1,18,468	
...	...	...	...	3,220	...	...	2,072	10,231	15,523	
...	...	...	...	1,631	...	...	...	4,352	5,983	
...	...	...	...	8,743	369	7,034	81	1,589	17,816	
16,068	7,268	16,283	39,619	82,689	95,584	1,96,253	2,75,172	1,07,239	7,56,937	
980	1,232	1,333	3,545	8,950	2,80,175	36,022	46,067	14,305	3,85,519	
...	...	1,335	1,335	10,410	14,988	20,853	...	21,192	67,443	
980	1,232	2,668	4,880	19,360	2,95,163	56,875	46,067	35,497	4,52,962	
...	...	...	...	57,250	...	330	...	...	57,580	
...	...	...	...	14,788	21	31	42	299	15,181	
...	...	...	...	2,829	34	50	3,116	480	6,509	
...	...	...	...	13,424	22	27	...	258	13,731	
...	...	...	...	6,309	...	4,667	32	...	11,008	
...	...	...	...	14,053	...	...	...	14,225	28,278	
...	...	...	...	1,08,653	77	5,105	3,190	15,262	1,32,287	
...	...	...	..	78,113	81,332	31,258	...	41,918	2,32,621	
...	...	847	847	10,201	17,031	7,896	...	6,866	41,994	
...	...	847	847	88,314	98,363	39,154	...	48,784	2,74,615	
...	...	...	...	15,098	634	2,085	...	2,979	20,796	
...	...	...	...	7,743	565	863	...	2,179	11,350	
...	...	...	...	10,764	41,812	10,852	...	3,764	67,192	
...	...	...	...	12,728	228	24	...	879	13,859	
...	..	...	...	13,564	4,654	1,190	...	* 4,722	24,130	
...	...	...	...	25,227	43,839	17,449	...	5,720	92,235	
...	...	...	...	85,124	91,732	32,463	...	20,243	2,29,562	
19,154	9,723	20,234	49,111	4,94,925	5,85,273	3,39,056	3,52,460	2,59,770	20,31,484	

* Includes Rs. 168 from Imperial Revenues.

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR

CLASS OF SCHOOLS			Number of Schools.	Number of pupils on the Rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage 2		
					Boys	Girls.	Total.	Boys.	Girls.	Total.
	SECONDARY SCHOOLS									
For Boys.	Government	English	4	1,464	189	...	189	360		360
	Local Fund	English	6	1,096	11	...	11	280	...	280
		Vernacular	71	9,915		...	...	2,430	..	2,430
	Municipal	English	63	15,237	738	...	738	3,814	..	3,814
		Vernacular	51	7,999		...	..	1,626	...	1,626
	Aided ...	English	43	9,699	786	2	788	2,254	12	2,266
		Vernacular	2	311	56	..	56	45	...	45
	Unaided	English	19	2,988	281	...	281	827	...	827
	Total		259	48,709	2,061	2	2,063	11,636	12	11,648
For Girls.	Government	English	2	308	...	17	17	...	82	82
	Local Fund	Vernacular	1	47	...	...	...	..	6	6
	Municipal	Vernacular	1	77	..	...	...	..	22	22
	Aided ..	English	20	1,081	...	19	19	4	243	247
		Vernacular	3	341	...	...	...	...	33	33
	Unaided	English	1	24	...	...	...	...	3	3
	Total		28	1,878	...	36	36	4	389	393
	TOTAL SECONDARY SCHOOLS		287	50,587	2,061	38	2,099	11,640	401	12,041
	PRIMARY SCHOOLS.									
For Boys.	Government		4	335	..	...	...	...	...	...
	Local Fund		1,559	75,845	..	..	...	..	...	...
	Municipal		100	8,801	...	...	...	...	...	...
	Aided		55	3,229	..	.	...	..	...	..
	Unaided		15	762	...	...	...	...	...	..
	Total		1,733	88,972	...	...	...	...	...	...
For Girls	Local Fund		87	2,495	...	..	..	...	...	...
	Municipal		103	3,690	...	.	...	...	...	...
	Aided		116	3,746	...	.	..	...	...	...
	Unaided		7	175	...	...	...	...	...	...
	Total		313	10,106	...	...	...	...	...	...
	TOTAL PRIMARY SCHOOLS		2,046	99,078	...	..	...	..	.	...
	GRAND TOTAL		2,333	149,665	2,061	38	2,099	11,640	401	12,041

RAL TABLE V.

GENERAL EDUCATION IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1891-92.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
461	...	461	454	...	454	...	...	...	1,464	...	1,464
313	...	313	492	...	492	...	...	...	1,096	...	1,096
1,635	...	1,635	5,478	...	5,478	372	...	372	9,915	...	9,915
4,505	...	4,505	5,986	...	5,986	194	...	194	15,237	...	15,237
1,395	...	1,395	4,446	...	4,446	532	...	532	7,999	...	7,999
2,448	12	2,460	4,034	25	4,059	126	...	126	9,648	51	9,699
51	...	51	159	...	159	...	...	...	311	...	311
662	...	662	1,214	...	1,214	4	...	4	2,988	...	2,988
11,470	12	11,482	22,263	25	22,288	1,228	...	1,228	48,658	51	48,709
...	71	71	...	138	138	..	...	...	...	308	308
...	10	10	...	31	31	...	...	...	...	47	47
...	55	55	..	...	...	...	...	...	...	77	77
10	271	281	32	502	534	...	...	...	46	1,035	1,081
...	66	66	...	210	210	...	32	32	...	341	341
...	9	9	...	12	12	...	...	...	...	24	24
10	482	492	32	893	925	...	32	32	46	1,832	1,878
11,480	494	11,974	22,295	918	23,213	1,228	32	1,260	48,704	1,883	50,587
83	...	83	252	...	252	...	...	...	335	...	335
11,899	...	11,899	63,238	...	63,238	708	...	708	75,845	...	75,845
516	...	516	7,145	...	7,145	1,140	...	1,140	8,801	...	8,801
335	7	342	2,805	20	2,825	62	...	62	3,202	27	3,229
167	...	167	595	...	595	...	...	...	762	...	762
13,000	7	13,007	74,035	20	74,055	1,910	...	1,910	88,945	27	88,972
...	199	199	...	2,261	2,261	...	35	35	...	2,495	2,495
...	224	224	...	3,316	3,316	...	150	150	...	3,690	3,690
8	160	168	17	3,115	3,132	...	446	446	25	3,721	3,746
2	5	7	6	162	168	...	...	...	8	167	175
10	588	598	23	8,854	8,877	...	631	631	33	10,073	10,106
13,010	595	13,605	74,058	8,874	82,932	1,910	631	2,541	88,978	10,100	99,078
24,490	1,089	25,579	96,353	9,792	106,145	3,138	663	3,801	137,682	11,983	149,665

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS

OF THE OFFICIAL

CLASS OF SCHOOLS.				Number of Schools.	Number of pupils on the Rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.		
						1		
						Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For Boys ...	Government	English	...	2	370	32	...	32
	Aided ..	English	...	8	449	35	2	37
	Total		...	10	819	67	2	69
For Girls ...	Government	English	...	2	308	...	17	17
	Aided	English	...	15	766	...	6	6
	Unaided	English	...	1	24	...	...	...
	Total		...	18	1,098	...	23	23
TOTAL SECONDARY SCHOOLS			...	28	1,917	67	25	92
PRIMARY SCHOOLS.								
For Boys—Aided			...	2	72	...	...	...
	Total		...	2	72	...	...	..
For Girls ...	Aided		...	2	57	...	...	...
	Unaided		...	1	22	...	...	...
	Total		...	3	79	...	...	...
TOTAL PRIMARY SCHOOLS			...	5	151	...	...	...
GRAND TOTAL			...	33	2,068	67	25	92

RAL TABLE V (A).

FOR GENERAL EDUCATION IN THE PUNJAB (FOR EUROPEANS) AT THE END YEAR 1891-92.

MIDDLE STAGE. *Comprising all pupls who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage.*			UPPER PRIMARY STAGE. *Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.*			LOWER PRIMARY STAGE. *Comprising all pupils who have not passed beyond the Lower Primary Stage.* Reading Printed Books.			TOTAL.		
2			3			4					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
91	...	91	91	...	91	156	...	156	370	...	370
138	12	150	111	12	123	114	25	139	398	51	449
229	12	241	202	12	214	270	25	295	768	51	819
...	82	82	...	71	71	...	138	138	...	308	308
4	181	185	10	195	205	32	338	370	46	720	766
...	3	3	...	9	9	...	12	12	...	24	24
4	266	270	10	275	285	32	488	520	46	1,052	1,098
233	278	511	212	287	499	302	513	815	814	1,103	1,917
...	...	...	13	7	20	32	20	52	45	27	72
...	...	...	13	7	20	32	20	52	45	27	72
...	...	...	8	13	21	17	19	36	25	32	57
...	...	...	2	5	7	6	9	15	8	14	22
...	...	...	10	18	28	23	28	51	33	46	79
...	...	...	23	25	48	55	48	103	78	73	151
233	278	511	235	312	547	357	561	918	892	1,176	2,068

RETURN OF THE STAGES OF INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENE

CLASS OF SCHOOLS.			Number of Schools.	Number of pupils on the Rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Upper Secondary (Middle) Stage. 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Government	English	2	1,094	157	...	157	269	...	269
	Local Fund	English	6	1,096	11	...	11	280	...	280
		Vernacular	71	9,015	...	...	...	2,430	..	2,430
	Municipal	English	63	15,237	738	...	738	3,814	...	3,814
		Vernacular	51	7,999	...	...	...	1,626	...	1,626
	Aided	English	35	9,250	751	...	751	2,116	...	2,116
		Vernacular	2	311	56	...	56	45	...	45
	Unaided	English	19	2,988	281	...	281	827	...	827
	Total		249	47,890	1,994	...	1,994	11,407	...	11,407
For Girls.	Local Fund	Vernacular	1	47	...	...	...	...	6	6
	Municipal	Vernacular	1	77	...	...	...	...	22	22
	Aided	English	5	315	...	13	13	...	62	62
		Vernacular	3	341	...	...	...	...	33	33
	Total		10	780	..	13	13	...	123	123
TOTAL SECONDARY SCHOOLS			259	48,670	1,994	13	2,007	11,407	123	11,530
PRIMARY SCHOOLS.										
For Boys.	Government		4	335	...	...	...	...	...	...
	Local Fund		1,559	75,845	.	...	...	...	...	...
	Municipal		100	8,801	...	...	...	...	...	...
	Aided		53	3,157	...	...	...	...	...	...
	Unaided		15	762	...	...	...	...	...	...
	Total		1,731	88,900	...	...	...	...	...	...
For Girls.	Local Fund		87	2,495	...	...	...	...	...	..
	Municipal		103	3.690	...	...	...	...	...	...
	Aided		114	3,689	...	...	...	...	...	...
	Unaided		6	153	...	...	...	...	...	...
	Total		310	10,027	...	...	...	...	...	...
TOTAL PRIMARY SCHLOOS			2,041	98,927	...	...	...	...	...	...
GRAND TOTAL			2,300	147,597	1,994	13	2,007	11,407	123	11,530

RAL TABLE V (B).

RAL EDUCATION IN THE PUNJAB (FOR NATIVES) AT THE END OF THE OFFICIAL YEAR 1891-92.

Upper Primary Stage.			Lower Primary Stage.						Total		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			*Comprising all pupils who have not passed beyond the Lower Primary Stage.*								
			Reading Printed Books.			Not reading Printed Books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls.	Total.	Boys.	Girls.	Total.
370	...	370	298	...	298	...	..	...	1,094	...	1,094
313	...	313	492	...	492	...	...	...	1,096	...	1,096
1,635	...	1,635	5,478	...	5,478	372	...	372	9,915	...	9,915
4,505	...	4,505	5,986	...	5,986	194	...	194	15,237	...	15,237
1,395	...	1,395	4,446	..	4,446	532	...	532	7,999	...	7,999
2,337	...	2,337	3,920	...	3,920	126	...	126	9,250	..	9,250
51	...	51	159	...	159	...	...	...	311	..	311
662	...	662	1,214	...	1,214	4	...	4	2,988	...	2,988
11,268	...	11,268	21,993	...	21,993	1,228	..	1,228	47,890	...	47,890
...	10	10	...	31	31	...	...	...	...	47	47
...	55	55	...	...	...	...	...	..	...	77	77
...	76	76	...	164	164	...	...	...	...	315	315
...	66	66	...	210	210	...	32	32	...	341	341
...	207	207	...	405	405	...	32	32	...	780	780
11,268	207	11,475	21,993	405	22,398	1,228	32	1,260	47,890	780	48,670
83	...	83	252	...	252	...	...	...	335	..	335
11,899	...	11,899	63,238	...	63,238	708	...	708	75,845	...	75,845
516	..	516	7,145	...	7,145	1,140	...	1,140	8,801	...	8,801
322	...	322	2,773	...	2,773	62	...	62	3,157	...	3,157
167	...	167	595	...	595	...	...	...	762	..	762
12,987	...	12,987	74,003	...	74,003	1,910	...	1,910	88,900	...	88,900
...	199	199	..	2,261	2,261	...	35	35	...	2,495	2,495
...	224	224	...	3,316	3,316	...	150	150	...	3,690	3,690
...	147	147	...	3,096	3,096	...	446	446	...	3,689	3,689
...	...	...	...	153	153	...	...	...	...	153	153
...	570	570	...	8,826	8,826	...	631	631	...	10,027	10,027
12,987	570	13,557	74,003	8,826	82,829	1,910	631	2,541	88,900	10,027	98,927
24,255	777	25,032	95,996	9,231	105,227	3,138	663	3,801	136,790	10,807	147,597

EDUCATION—GENERAL TABLE VI.

RETURN SHOWING THE RESULTS OF PRESCRIBED EXAMINATIONS IN THE PUNJAB DURING THE OFFICIAL YEAR 1891-92.

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.					NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.				
	Institutions under Public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Institutions under Public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ARTS COLLEGES.																			
1. Master of Arts	1	...	...	1	5	...	...	1	6	2	...	...	...	2	...	...	2	...	...
2. Bachelor of Arts	1	2	...	3	49	32	...	28	109	22	16	...	7	45	...	2	30	12	1
3. First Arts	2	4	1	7	33	81	48	52	214	26	61	39	38	164	5	3	130	26	...
ORIENTAL COLLEGES.																			
1. Master of Oriental Learning	...	1	...	1	...	1	...	...	1	...	1	...	..	1	...	...	...	1	...
2. Bachelor of Oriental Learning...	...	1	...	1	...	2	...	3	5	...	1	...	3	4	...	...	3	1	...
3. Honours in Sanskrit	...	1	...	1	...	3	...	3	6	...	3	...	2	5	...	...	5	...	...
3. „ „ Arabic	...	1	...	1	...	5	...	...	5	...	5	...	...	5	...	...	...	5	..
3. „ „ Persian	...	1	...	1	...	3	...	5	8	...	3	...	2	5	...	...	...	5	...
4. High Proficiency in Sanskrit	...	1	1	2	...	3	2	8	13	...	2	1	2	5	...	...	5	...	...
4. „ „ Arabic	...	1	1	2	...	5	1	...	6	...	5	1	...	6	...	...	...	6	...
4. „ „ Persian	...	1	1	2	...	3	1	2	6	...	3	...	...	3	...	...	1	2	...
5. Proficiency in Sanskrit	...	1	3	4	...	8	11	6	25	...	5	3	2	10	...	...	10	...	...
5. „ „ Arabic	...	1	1	2	..	3	1	3	7	...	3	1	3	7	...	...	...	7	...
5. „ „ Persian	...	1	1	2	...	5	1	...	6	...	3	...	...	3	...	...	...	3	...

Colleges for Professional Training.																					
Medicine.																					
1. L. M. S.		1	...	...	1	19	...	...	...	19	8	...	...	...	8	...	...	6	2	...
2. First M. B.		1	...	...	1	4	...	...	...	4	2	...	...	...	2	...	...	2	...	...
2. „ L. M. S.		1	...	...	1	(a)35	...	...	...	35	(b)23	...	...	...	23	...	2	18	3	...
Schools for General Education.																					
Matriculation	Boys ...	23	32	8	63	432	413	132	177	1,154	286	202	70	57	615	11	5	441	157	1
	Girls ...	...	3	...	3	..	6	...	1	7	..	3	...	1	4	3	1	...	...	..
Middle School Examination	Boys ...	193	45	25	263	2,671	880	288	717	4,556	2,026	541	133	285	2,985	35	20	2,140	790	...
	Girls ...	5	17	...	22	25	75	...	1	101	14	59	...	1	74	37	19	13	5	...
Upper Primary Examination	Boys ...	1,327	71	17	1,415	9,296	1,410	144	43	10,893	7,011	1,022	77	37	8,147	90	33	5,314	2,687	23
	Girls ...	42	36	...	78	237	174	...	...	411	162	117	...	...	279	74	34	83	88	...
Lower Primary Examination	Boys ...	1,561	80	17	1,658	14,356	1,435	130	6	15,927	10,849	1,033	69	3	11,954	68	21	7,238	4,585	42
	Girls ...	132	88	..	220	589	471	...	...	1,060	363	284	...	...	647	85	28	267	172	95
Schools for Special Instruction.																					
1. Training School Examination for Masters.	Upper ...	1	...	...	1	47	...	...	24	71	37	...	...	12	49	..	...	36	13	...
	Lower ...	5	...	...	5	303	...	...	54	357	149	...	...	23	172	...	...	113	59	...
2. Training School Examination for Mistresses.	Upper ...	1	...	...	1	1	...	...	...	1	...	...	...	...	..	...	...	...	...	...
	Lower ...	...	2	...	2	...	7	...	...	7	...	2	...	...	2	...	2	..	...	...
3. Medical Examination		1	...	...	1	(c)53	...	...	...	53	(d)39	...	...	...	39	...	1	26	12	...
4. Examination in Engineering and Surveying		1	...	...	1	3	...	...	...	3	2	...	...	...	2	...	...	2	...	...
5. Industrial School Examination		1	...	...	1	50	...	...	...	50	45	...	...	...	45	...	...	13	32	...
6. Veterinary Examination		1	...	...	1	43	...	...	...	43	31	...	...	...	31	...	...	8	23	...

(a). Includes one girl.
(b). Do do.
(c). Do. three girls.
(d). Do. one girl.

RETURN SHOWING THE DISTRIBUTION OF LOCAL FUND AND MUNICIPAL EXPENDITURE

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL FUND BOARDS ON PUBLIC INSTRUCTION.														
	In Institutions managed by Local Fund Boards.											In Institutions managed by			
	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average number on the Rolls monthly during the year.	Average daily attendance.	Provincial Grants.	Local Funds.	Municipal Grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total Local Fund Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education. — Arts Colleges.															
English	...	...	...		...	...	..	..	...	...	..	...	...	350	350
Oriental	...	...	...	..	...	...	...	..	...	...	...	..	..	575	575
Colleges or Departments of Colleges for Professional Training.															
Medicine	...	...	...	...	...	...	...	...	...	...	..	3,429	...	...	3,429
Total ...	...	...	...	...	...	...	...	...	...	..	...	3,429	...	925	4,354
School Education, General. — Secondary Schools.															
For Boys—															
High School...	1	189	181	137	100	2,426	...	550	...	...	3,076	...	3,444	594	6,464
Middle Schools — English ...	5	907	872	732	...	2,543	686	6,383	413	..	10,025	...	16,288	430	19,261
Middle Schools — Vernacular	71	9,915	9,716	8,041	...	49,603	867	16,285	253	30	67,038	...	19,887	...	69,490
For Girls—															
Middle Schools—Vernacular	1	47	42	40	71	369	...	..	...	...	440	...	..	...	369
Total ...	78	11,058	10,811	8,950	171	54,941	1,553	23,218	666	30	80,579	...	39,619	1,024	95,584
Primary Schools.															
For Boys	1,559	75,845	68,830	56,384	50	2,77,117	50	26,682	850	609	3,05,358	...	2,529	529	2,80,175
For Girls	87	2,495	2,280	1,802	1,044	12,534	211	..	...	7	13,796	...	1,456	998	14,988
Total ...	1,646	78,340	71,110	58,186	1,094	2,89,651	261	26,682	850	616	3,19,154	...	3,985	1,527	2,95,168
School Education, Special. — Schools for Special Instruction.															
Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	21	...	...	21
Law Schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	34	34
Medical Schools	..	...	...	...	...	...	...	...	...	...	...	22	...	...	22
Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	43	...	34	77
Buildings	...	...	...	...	1,550	68,242	333	...	452	500	71,077	...	13,090	...	81,332
Furniture and Apparatus (Special Grants only)	...	...	...	...	...	15,911	21	...	...	...	15,932	3	1,111	6	17,031
Total ...	...	...	...	..	1,550	84,153	354	...	452	500	87,009	3	14,201	6	98,363
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15,422
Scholarships held in — Arts Colleges	..	...	...	...	...	.	...	.	...	...	...	...	...	...	634
Professional Colleges ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	565
Secondary Schools	...	...	...	..	...	...	...	...	...	..	...	...	...	...	41,812
Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	228
Special Schools other than Training Schools... ...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	4,654
Miscellaneous	...	...	...	...	...	...	...	...	...	..	...	...	...	...	45,351
Total ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,08,666
Grand Total ...	1,725	89,398	81,921	67,136	2,815	4,28,745	2,168	49,900	1,968	1,146	4,86,742	3,475	57,805	3,510	6,02,207